

TABLE OF CONTENTS

Section I: Program Overview

Concentric Conceptual Framework	1
Code of Ethics for Minnesota Teachers	6
Policies and Procedures	
Admission to the Elementary Education Program	8
Application Instruction and Information	9
Personal Qualifications for Elementary Education	10
Interview Questions	11
Recommendation Form	12
Admission Appeals Process	13
Communication of Concerns: Preservice Teacher Behaviors Process	14
Communication of Concern Form.....	16
Individual Learning Plan Form	17
Standards	
Minnesota Board of Teaching Standards	18
Ten Minnesota Standards of Effective Practice for Beginning Teachers	19
Elementary Subject Matter Standards: K-6	29
Middle Level Communication Arts & Literature Specialty Subject Matter Standards	33
Middle Level Mathematics Specialty Subject Matter Standards	34
Middle Level Social Studies Specialty Subject Matter Standards	36
Middle Level Science Specialty Subject Matter Standards	37
Preprimary Specialty Subject Matter Standards	44
Elementary Education Program	
Teacher Education Programs Overview	47
Elementary Education Program Planning Sheet	49
Elementary Education: Requirements and Choices	50

Section II: Practicum Experiences

Introduction	
Field Experiences	52
Student Teacher Center Schools	54
Summary of Practicum Experiences	57
Professional Behavior	58
El Ed 3111 Practicum I: Field Experience in the Elementary Classroom	
Course Overview	59
Cooperating Teacher Evaluation.....	60
El Ed 3211 Practicum II: Field Experience in a Preprimary Setting	
Course Overview	61
Cooperating Teacher Evaluation.....	62
El Ed 3212 Practicum II: Field Experience in a Middle Level Setting	
Course Overview	63
Cooperating Teacher Evaluation.....	64

El Ed 4111 Practicum III: Beginning Student Teaching	
Requirements	65
Observation and Reflection Journal.....	66
Cooperating Teacher Evaluation.....	67
El Ed 4112 Practicum IV: Experience in the Elementary School	
Course Overview	68
Chicago Option	69
Cooperating Teacher Evaluation.....	70

Section III: Student Teaching

Introduction.....	71
Purposes of Student Teaching	72
Policies and Procedures	
Policies and Procedures for Student Teaching: Questions and Answers.....	73
Requirements for Student Teaching.....	76
Co-curricular and Extracurricular Activities and Work.....	77
Student Teacher Information	
Tips for Successful Student Teaching.....	78
Prior to Student Teaching & During Eled 4111 Beginning Student Teaching	79
During Student Teaching	80
Student Teaching Requirement Checklist.....	83
Student Teacher Reflection Journal	85
Reflection Journal: Suggestions for Entries.....	86
Weekly Schedule	87
Videotape Requirement	88
Student Teaching Requirements After Student Teaching.....	89
Cooperating Teacher Role	
Tips for Successful Cooperating Teachers.....	90
Responsibilities of the Cooperating Teacher	91
Student Teacher’s Classroom Responsibility: Suggestions	93
Student Teaching Requirement Checklist	94
University Supervisor Role	
Tips for Successful University Supervisors.....	96
Responsibilities of the University Supervisor.....	97
Constructivist Approach to Supervising Student Teachers	99

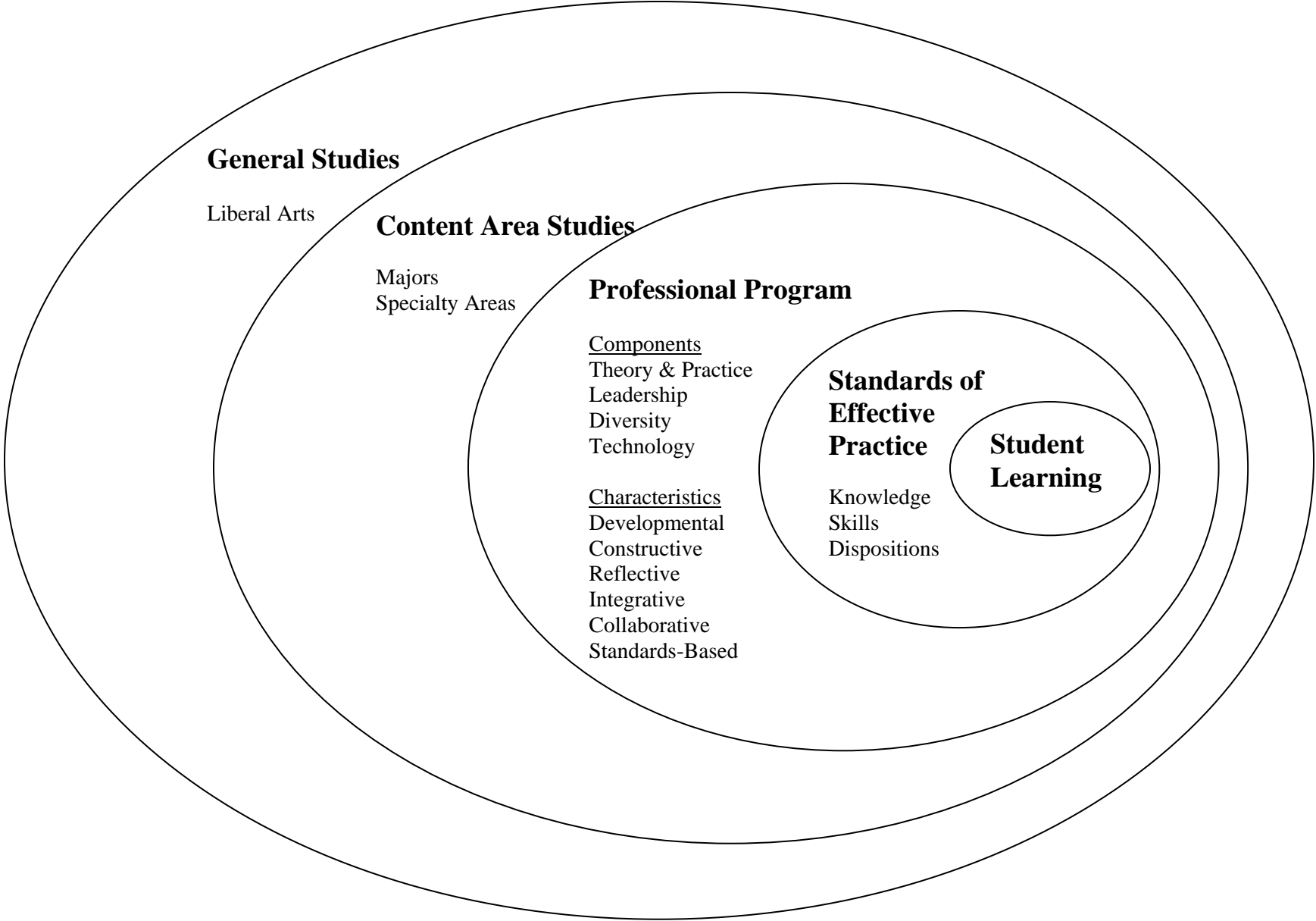
Section IV: Culminating Experience

ELED 4901 The Teacher and Professional Development	
Course Overview	100
Course Requirements.....	101

Appendices

Appendix A: Lesson Planning Strategies.....	A-1 - A-21
Appendix B: Formative Evaluation	B-1
Appendix C: Summative Evaluation.....	C-1
Standards of Effective Practice for Licensing of Beginning Teachers	C-2
Appendix D: Career Center Forms	D-1
Appendix E: Technology Competencies.....	E-1
Assessment of Integrated Technology Lesson	E-2
Appendix F: Education Program Costs.....	F-1

UNIVERSITY OF MINNESOTA, MORRIS - TEACHER EDUCATION PROGRAM
CONCENTRIC CONCEPTUAL FRAMEWORK



TEACHER EDUCATION PROGRAM CONCENTRIC CONCEPTUAL FRAMEWORK

Teacher education programs (TEP) at UMM are based on a concentric conceptual framework. The framework places the complex elements of a strong teacher education program within the context of a liberal arts institution—the primary feature of the UMM teacher education program. We believe that teachers must be broadly educated with substantial general knowledge. Next, teachers must possess a depth of knowledge in specialty areas, those fields in which they will be licensed to teach. Teachers must also understand, embrace, and act on the professional knowledge base that leads to classroom effectiveness. At UMM, the professional program has four components woven throughout coursework and clinical experience. They are: theory and practice, leadership, diversity, and technology. To best educate our candidates in these important themes, we follow processes that are developmental, constructive, reflective, integrative, collaborative, and standards-based. Through participation in and successful completion of the program, candidates gain or enhance the necessary knowledge, skills, and dispositions needed for beginning professionals in the teaching field. All efforts in the program are aimed at the ultimate goal of P-12 student learning—the common center in the concentric conceptual framework.

Liberal Arts and General Studies: Breadth of Knowledge

The broad liberal arts education—the heart of UMM—is an important first step to teacher preparation in our program. Consistent with the increased subject matter demands, our candidates are expected to develop a knowledge and skills base through the general program. Included in the general studies are concepts and understandings that allow all candidates to connect knowledge, interpret events, and integrate subject matter across disciplines. The program of general studies builds subject matter knowledge and understanding in the multiple content areas required for excellence.

Content Area Studies: Depth of Knowledge

All teacher education candidates are required to earn a major. Elementary and secondary education candidates must learn the philosophy, concepts, understandings, and processes of inquiry in their field of licensure. In addition to the university's requirements for specific majors, candidates may need to take sets of courses specifically geared to address the substantial subject matter requirements of state licensure law. Elementary education candidates are required to earn a second license in a specialty area. To meet the subject matter demands, elementary education candidates take additional courses in a specific area of the general education program. They are also encouraged to obtain a minor or even a second major.

Professional Program Components and Characteristics: Building Professional Expertise

At UMM, the professional teacher education program—with student learning as its primary goal—begins with an introductory prerequisite course, continues with theory and methods courses for admitted candidates, and ends with a professional development course. Field experiences are scheduled concurrently with all University coursework. The program is characterized by four key components and six characteristics that lead to the knowledge, skills, and dispositions that beginning teachers need.

Theory and Practice

At UMM, we value both theory and practice and view them not as competitive and dichotomous, but as interconnected and interdependent. The UMM TEP is designed to model, explain, promote, and assess theory and practice throughout the program. Course syllabi reveal assignments and instructional topics that reflect the work and ideas of major theorists and the best of current standards of practice. We actively support the work of professional organizations and focus on national subject matter standards and recommendations in our professional course of study. Also present are class activities, assignments, and assessments that allow candidates to put the ideas into practice in P-12 and University classrooms. For every course there are multiple goals, a variety of activities, and assessments carefully designed to judge candidate knowledge and performance in authentic ways.

Leadership

The UMM TEP reflects UMM's general mission in our focus on the leadership abilities and opportunities for our candidates. Leadership opportunities in current classes include issue-oriented readings, research, topic presentations, "expert" groups, peer teaching, and senior presentations. Candidate involvement in clubs, organizations, committees, and work across campus is also valued. Nearly half of current candidates are active in campus organizations. Much involvement directly relates to their future roles as educators. For example, candidates have worked in TREC (Teaching Reading Educating Children), Big Friend Little Friend, or similar programs. Candidates have attended meetings of Education Minnesota, the state's teacher association. A small number of candidates are involved in the UMM honors program and we are working to increase the number of candidates who participate in that and other leadership programs. These include Morris Academic Partner, Morris Academic Intern, Undergraduate Research Symposium, and Undergraduate Research Opportunity Programs.

Diversity

The teacher education faculty at UMM is committed to offering a program infused with multicultural education despite the geographically isolated and largely mono-cultural setting of the campus. We believe that a worthwhile educational program must focus on raising the achievement of all students and on giving students the opportunity to become critical and productive members of democratic society. The TEP draws from research in multicultural education that advocates examining awareness of self, confronting biases and prejudices, developing a knowledge base, learning curriculum-modification strategies, and implementing strategies in diverse settings. The program integrates courses and activities throughout the four-year experience. Multicultural education experiences and studies are completed in each course throughout the program. Candidates study a variety of approaches to multicultural education including those that are student-based, curriculum-based, and politically activist in nature. Finally, the program provides a variety of field experiences in culturally diverse settings. Student teachers have direct contact with students from other cultures along with meaningful debriefing opportunities. Though specific assignments are assessed within courses, the final decision on whether students have met the diversity requirement is based on satisfactory completion of the Diversity Competency Document, a set of reflective papers in which students describe fulfillment of goals.

Technology

Preparing teachers to use technology to improve student learning is an essential part of teacher education. In the UMM TEP, we seek to include essential technology understandings along with meaningful integration of technology instruction throughout the course of study. Increased access to computers and programs, funded both by UMM and UMM teacher education initiatives, has allowed candidates to do more work with technology and to learn to use increasingly sophisticated equipment and programs. Candidates still learn and practice traditional classroom technology including the chalkboard, white board, overhead projector, opaque projectors, television and VCRs. They have added Internet activities, scanners, multimedia programming, and other equipment and programs. Assignments, including analysis and appropriate use of programs and technology available for P-12 student learning, are integrated into courses and into all field experiences. We are currently developing a set of specific standards that UMM teacher education program candidates will need to meet. The standards—drawn from ISTE standards—include basic operations and concepts, personal and professional use of technology, and integration of technology into instruction. A Technology Competence Document requires candidates to document their achievement of the UMM technology standards.

Developmental

We believe that teacher growth is developmental. The UMM TEP is designed to address candidate development in several ways. First, readings and assignments are appropriately designed to meet the candidates where they are. Introductory materials help candidates begin to see classrooms from new and different perspectives. Early assignments focus on lesson fundamentals. As the candidates progress through the program, themes are revisited at higher levels. Lessons are arranged into units. Finally, in the professional development course, candidates present their philosophies of education with the expectation that they are ready for initial licensure. We take individual differences into account as we plan a variety of instructional experiences and make accommodations for students with documented disabilities. Field experiences follow the same pattern. In the introductory experience, candidates are "tutor-aides" and expected to work with individuals or small groups of students. In subsequent placements, the expectations become more like those of a teacher, and when student teaching, candidates are expected to assume the full range of professional duties.

Reflective

TEP candidates at UMM participate in reflective activities from the first day in the prerequisite course Education 2101 when they write a pre-assessment analyzing their perspectives on teaching to the last days of the program in Ed 4901 where they create and present their personal philosophical stances. In the weeks and months in between, they keep journals, analyze performance, participate in discussions, and focus on reflection in multiple ways.

Integrative

At UMM, we are committed to weaving key themes and concepts throughout the courses of study. Teaching and learning, best practices, diversity, technology, and leadership activities are included in all courses. Skills and strategies are introduced, practiced, and assessed in different settings and at different times.

Constructive

Constructivism is a theory or set of theories that explain learning or the making of meaning (Richardson, 1999). It suggests that people will create understandings based on interactions between what they already know or believe and new experiences or ideas they encounter. Its theoretical basis includes Piaget's focus on the making of meaning by individuals and Vygotsky's work with social learning and transformation. We believe that knowledge is constructed whether or not constructive practices are present. We believe, however, that when constructive practices are present, active, meaningful learning is promoted. First, we teach constructivism as content. Our candidates need to understand how learners construct knowledge and how to create a learning environment that promotes active learning. Second, we use constructivist methods in our program to create an environment that stimulates meaningful learning and engages candidates in important ideas and issues

Collaborative

The UMM TEP is committed to collaboration among the many constituencies needed to offer a program of quality. Collaboration is necessary for leadership and learning. For organizations and the individuals within them to develop and thrive, collaboration is essential. The size and focused mission of UMM and the UMM TEP support collaboration. Students are expected to collaborate in course projects and some take leadership roles on committees. The faculty members work together in team planning and teaching activities as well as conduct collaborative research with each other, with current students, and with former students. Work with partner districts allows an important exchange of information and has resulted in several successful grant applications. We seek to continue to build upon purposeful and meaningful relationships in order to create positive and constructive change in the teacher education program and in the classrooms our candidates will lead.

Standards-Based

The Minnesota Standards for Effective Practice (SEP) provide the basis for the UMM TEP. They are taught, practiced, and assessed in multiple ways and at multiple points throughout the course of study. Cooperating teachers and university supervisors address candidate performance in final evaluations of student teaching. In their program portfolios, candidates must also describe, analyze, and assess their attainment of the standards. The current movement toward standards-based instruction—for teachers and for students—is aimed at systemic rather than incremental change. We recognize and support the goal of excellence for all. We also recognize the importance of understanding our role not only to monitor our candidates' achievement in relationship to standards, but to build personal teacher-learner relationships. As we hold our candidates to high standards, we must also remember and honor their reflection, development, personal stances, and relationships. Not to do so is to endanger “the affective bond between student and teacher and the teacher's emotional commitment to the calling to teach”(Pajak, 2001, p.238).

Knowledge, Skills, and Dispositions: Standards of Effective Practice

To prepare our candidates to meet the goal of student learning, we focus on the knowledge, skills, and dispositions necessary for beginning teachers.

Knowledge

Beginning teachers must have knowledge in many areas to be effective instructional leaders. We believe they must understand themselves and learners. They must understand the communities in which they work and in which their students live and learn. They need to have subject matter knowledge and the understanding of how to organize curriculum and instruction so that students learn. The UMM TEP has five broad goals for candidate

knowledge. Though the goals are in a numbered list, we believe that the knowledge is connected and is not achieved in a particular order.

1. Self: UMM candidates understand their individual perspectives and strengths as beginning teachers and use the knowledge of self to create and implement effective instruction for student learning.
2. Students: UMM candidates understand how students learn, grow, and develop in general and how individual students and groups of students differ in important ways.
3. Community: UMM candidates understand the many communities in which students live and learn, and candidates can communicate, problem solve, and lead effectively within these communities to help students learn.
4. Subject Matter: UMM candidates thoroughly understand the central concepts, organization, and processes of the disciplines they teach and have a broad general knowledge that reflects multicultural and interdisciplinary perspectives.
5. Pedagogy and Professionalism: UMM candidates understand educational theories and effective practices and know how to apply them appropriately for student learning.

Skills

Skills and knowledge are interwoven and separated only to describe them. In our program, we think of *skills* as the “doing” of our work. UMM candidates, in course assignments and clinical experiences, meet performance expectations that show their ability to demonstrate all aspects of the act of teaching. The following five goals provide the framework for the multiple skills that program graduates must demonstrate.

1. Curriculum Innovation and Implementation: UMM candidates use their knowledge of self, students, community, and subject matter to *create* and *use* meaningful and integrated curriculum and instruction so that all students will learn.
2. Instruction: UMM candidates effectively plan and use a variety of instructional strategies including new technologies that are organized effectively and appropriately for student learning.
3. Assessment: UMM candidates use a variety of assessment strategies to determine student performance in relation to meaningful goals and objectives, and candidates use assessment results to ensure continued student learning.
4. Management: UMM candidates establish learning environments that focus on student learning and include effective routines and management techniques.
5. Communication: UMM candidates effectively communicate with students, parents, faculty, staff, and administration for a variety of instructional and non-instructional purposes.

Dispositions

Dispositions important for beginning teachers are those values, attitudes, and traits that are associated with effective teaching and the relationships teachers build with others to promote student success. Four broad goals are encouraged for UMM TEP candidates.

1. Enthusiasm and Openness: UMM candidates exhibit the intellectual curiosity, energy, reflection, and risk-taking abilities associated with ongoing learning and continued professional development and leadership.
2. Efficacy: UMM candidates believe not only that all students *can* learn but also that they themselves have the knowledge and commitment to action that will ensure that all students *do* learn.
3. Equity: UMM candidates demonstrate their belief that all students deserve equal opportunities, fair treatment, and instructional decisions based on their needs.
4. Ethics and Collaboration: UMM candidates collaborate with others for positive student-centered results and behave in ways consistent with professional ethical standards.

Student Learning

All efforts within the UMM TEP are aimed at the overall goal of student learning. Decisions about curriculum, instruction, clinical experiences, policy, and assessment are made in consideration of how they will help our candidates help their students learn. It is the center of the UMM TEP’s Concentric Conceptual Framework.

**CODE OF ETHICS FOR MINNESOTA TEACHERS
MINNESOTA BOARD OF TEACHING**

8700.7500

Subpart 1. Scope. Each teacher, upon entering the teaching profession, assumes a number of obligations, one of which is to adhere to a set of principles which defines professional conduct. These principles are reflected in the following code of ethics, which sets forth to the education profession and the public it serves standards of professional conduct and procedures for implementation.

This code shall apply to all persons licensed according to rules established by the Minnesota Board of Teaching.

Subpart 2. Standards of professional conduct. The standards of professional conduct are as follows:

- A. A teacher shall provide professional educational services in a nondiscriminatory manner.
- B. A teacher shall make reasonable effort to protect the student from conditions harmful to health and safety.
- C. In accordance with state and federal laws, a teacher shall disclose confidential information about individuals only when a compelling professional purpose is served or when required by law.
- D. A teacher shall take reasonable disciplinary action in exercising the authority to provide an atmosphere conducive to learning.
- E. A teacher shall not use professional relationships with students, parents, and colleagues to private advantage.
- F. A teacher shall delegate authority for teaching responsibilities only to licensed personnel.
- G. A teacher shall not deliberately suppress or distort subject matter.
- H. A teacher shall not knowingly falsify or misrepresent records or facts relating to that teacher's own qualifications or to other teachers' qualifications.
- I. A teacher shall not knowingly make false or malicious statements about students or colleagues.
- J. A teacher shall accept a contract for a teaching position that requires licensing only if properly or provisionally licensed for that position.

Subpart 3. Statutory Enforcement of Code; Complaints, Investigation and Hearing.

- A. The enforcement of the provisions of the code of ethics for Minnesota teachers shall be in accord with M.S. 214.10 (1992).

M.S. 214.10 Complaints, Investigation and Hearing.

Subd. 1. Receipt of complaint. The executive director or executive secretary of a board, a board member or any other person who performs services for the board who receives a complaint or other communication whether oral or written, which complaint or communication alleges or implies a violation of a statute or rule which the board is empowered to enforce, shall promptly forward the substance of the communication on a form prepared by the attorney general to the designee of the attorney general responsible for providing legal services to the board. Before proceeding further with the communication, the designee of the attorney general may require the complaining party to state the complaint in writing on a form prepared by the attorney general. Complaints which relate to matters within the jurisdiction of another governmental agency shall be forwarded to that agency by the executive director or executive secretary. An officer of that agency shall advise the executive director or executive secretary of the disposition of that complaint. A complaint received by another agency which relates to a statute or rule which a licensing board is empowered to enforce shall be forwarded to the executive director or executive secretary of the board to be processed in accordance with this section. No complaint alleging a matter within the jurisdiction of the board shall be dismissed by a board unless at least 2 board members have reviewed the matter...

Subpart 4. Complaints handled by board. When oral complaints alleging violations of the code of ethics are received, the executive secretary of the Minnesota Board of Teaching shall request the complaining party to submit the complaint in writing within ten days. Upon the receipt of a complaint in writing alleging violations of the code of ethics, the teacher named in the complaint shall be notified in writing within ten days of the receipt of the complaint. The teacher shall be entitled to be represented by the teacher's own counsel or representative at each stage of the investigation and hearing.

Subpart 5. Enforcement procedures. The Board of Teaching may impose one or more of the following penalties when it has found a violation of the code of ethics. These actions shall be taken only after all previous efforts at remediation have been exhausted.

- A. The Board of Teaching may enter into agreements with teachers accused of violating the code of ethics which would suspend or terminate proceedings against the teacher on conditions agreeable to both parties.
- B. A letter of censure from the Board of Teaching may be sent to the person determined to be in violation of the standards of the code of ethics. A copy of the letter shall be filed with the Board of Teaching. Such letters shall be kept on file for a period of time not to exceed one calendar year.
- C. A teacher who has been found to have violated the code of ethics may be placed on probationary licensure status for a period of time to be determined by the Board of Teaching. The Board may impose conditions on the teacher during the probationary period which are to be directed toward improving the teacher's performance in the area of the violation. During this period, the teacher's performance or conduct will be subject to review by the Board of Teaching or its designee. Such review will be directed toward monitoring the teacher's activities or performance with regard to whatever conditions may be placed on the teacher during the probationary period. Before the end of the probationary period the Board of Teaching shall decide to extend or terminate the probationary licensure status or to take further disciplinary actions as are consistent with this rule.
- D. The license to teach of the person determined to be in violation of the standards of the code of ethics may be suspended for a period of time determined by the Board of Teaching.
- E. The license to teach of the person determined to be in violation of the standards of the code of ethics may be revoked by the Board of Teaching.

ADMISSION TO THE ELEMENTARY EDUCATION PROGRAM

During fall semester of the sophomore year, students are expected to attend an application meeting to begin the application process. Applications must be submitted to the Elementary Education Admissions Committee by the end of the first week of spring semester for entry to the program fall semester of the junior year. Enrollment in the major is limited. The decision to admit is made during spring semester, before fall registration. The elementary education course sequence begins in fall semester.

Students transferring from another school must be admitted to UMM before admission to the elementary major can be offered. It is recommended that these students seek academic planning advice from a member of the elementary education faculty before the semester in which admission to the program is sought.

Requirements for Admission

1. Successful completion (grade of C- or higher) of Psy 1061—Introduction to the Development of the Child and Adolescent (Psy 1051 is a prereq) and Ed 2101—Foundations and Issues in Education. For students desiring more in-depth alternatives, Psy 3401—Developmental Psychology I: Child Psychology and Psy 3402—Developmental Psychology II: Adolescence may be substituted for Psy 1061—Introduction to the Development of the Child and Adolescent.
2. Completion of the Pre-Professional Skills Test (PPST).
3. A minimum GPA of 2.50 overall and in the elementary education major. No grade of D will be accepted in licensure or education courses.
4. Approximately 60 credits completed by the end of the sophomore year.
5. Approval of the faculty based on an interview, recommendations, assessment of prior experience (especially with children and other cultures), and progress toward a degree.
6. Student must be admitted to UMM prior to program admission.

APPLICATION FOR THE ELEMENTARY EDUCATION PROGRAM INSTRUCTION AND INFORMATION SHEET

The College Catalog indicates that the Division of Education is assigned the responsibility of determining the academic competence, the proficiency in oral and written communication, the emotional stability, social adjustment, and attitudes of students who are in the Teacher Education Program. To accomplish this purpose you must be admitted to UMM before you can be admitted to the Education Program and you are required to complete the following steps:

1. **Speech Proficiency**
Students must take and satisfactorily complete one of the following speech courses to meet this requirement: Spch 1xxx or above (Spch 1052 recommended) or exemption granted by petition to the Division of Education based on satisfactory completion of high school speech course or demonstrated ability.
2. You must complete the Pre-Professional Skills Test (PPST) before you can begin the Elementary Education program. (Counseling has the details.)
3. You must obtain a minimum GPA of 2.50 overall and in the elementary education major. No grade of D will be accepted in the licensure or education courses.
4. Approximately 60 credits completed by the end of the sophomore year.
5. Satisfactory completion of Ed 2101, Ed 2111 and Psy 1061 before starting Education classes.
6. Check with the Education Department for Application Date Deadlines and Interview Schedules (These are usually within the first few weeks of Spring Semester.)
7. Complete the PERSONAL QUALIFICATIONS FOR TEACHER EDUCATION (Form 1)
8. Complete the INTERVIEW QUESTIONNAIRE (Form 2)
9. To give the Admission Committee information about you from faculty members, you are asked to request three faculty members complete the RECOMMENDATION FORM (Form 3). They should be submitted before your interview.
10. Sign-up for an interview with an Elementary Education faculty member on the scheduled days. Sign-up sheets will be posted on faculty doors.
11. Committee Action

ELEMENTARY EDUCATION STUDENTS WHO HAVE APPLIED TO THE PROGRAM AND COMPLETED THE INTERVIEW WILL BE NOTIFIED BEFORE REGISTRATION FOR FALL SEMESTER REGARDING STATUS IN THE PROGRAM.

PERSONAL QUALIFICATIONS FOR ELEMENTARY EDUCATION

Name _____

I. Please list experiences you have had with people (young or old) which you think may be significant in making you a stronger candidate for the teaching profession. (Example: 4-H Club for 8 years; worked with the Mexican migrant workers near Appleton for two summers; traveled throughout Europe for one year.) State the nature of the experience, i.e. teaching, counseling, etc.

A.

B.

C.

D.

E.

F.

G.

II. What special contribution do you feel you can make to the teaching profession?

III. Use a separate sheet of paper to respond to the following.

Multicultural experiences shape our perceptions and understanding of other races and cultures. It is preferable that students applying for admission to the elementary or secondary teacher education programs show evidence of a multicultural experience prior to admission. Such experiences might include: attendance at multicultural workshops or events; work with minority persons in a community, church, or school setting; foreign study or travel; and other relevant experiences.

Relate multicultural experiences that you feel have influenced your perceptions and understanding of other races and cultures. Be prepared to discuss such experiences during your interview.

RECOMMENDATION FORM

_____ has applied for admission to the University of Minnesota, Morris, Teacher Education program in Elementary Education. Please indicate your opinion of the candidate.

1. How long have you known this student?

In what capacity?

2. Checklist (check appropriate spaces)

	Excellent	Good	Average	Inadequate Basis for Judgment
Written Communication Skills				
Oral Communication Skills				
Control of Subject Matter				

3. What qualities does the candidate possess which make her/him a likely candidate for teacher education?

4. What characteristics, if any, does the candidate have that would detract from success as a teacher?

5. On the basis of what you know about the candidate, would you:

Recommend
 Recommend with Reservation
 Not Recommend

6. Additional comments:

Print Name/Title/Position

Institution

Signature

Date

Please return this form to the University of Minnesota, Morris, 600 East 4th Street, Division of Education c/o Pat Nelson. Thank you.

ADMISSION APPEALS PROCESS

Because enrollment in the Elementary Education Program is limited, students who meet minimum requirements may not be admitted. If you think you should be reconsidered for admission to the Elementary Education Program, appeals may be made for the following:

1. Incorrect admission data (e.g. GPA error, incomplete transcript).
2. Improvement since admission deadline (e.g. PPST completed, additional recommendations).
3. Special circumstances.

The process includes:

1. Within 21 days of the date of the denial, submit a detailed written explanation of why you believe you should be reconsidered for admission to the elementary program.
2. Send your written appeal to the Discipline Coordinator.
3. The Discipline Coordinator will consider your request in consultation with the Admission Committee.
4. The results of the Admission Committee's decision will be sent to you within two weeks.
5. Further appeals may be made in writing to the Chair of the Division of Education.

A successful appeal may result in:

1. Immediate admission to the program.
2. Placement on a waiting list and admission to the elementary education program if openings become available.

COMMUNICATION OF CONCERNS: PRESERVICE TEACHER BEHAVIORS

Information regarding teacher education candidates at the University of Minnesota, Morris, is used to plan and facilitate growth towards the knowledge, skills, and dispositions necessary for beginning teachers as outlined in the Minnesota Standards of Effective Practice. This document outlines a process for assisting candidates who are experiencing difficulty in fulfilling the Standards, but especially Standards Nine and Ten which focus on reflection, professional development, collaboration, ethics and relationships.

While serious concerns about the professional performance or growth of our students do not often occur, some students demonstrate patterns of behavior which need to be addressed honestly and directly. The probationary process outlined below assists students in planning for professional growth; and the Division of Education faculty in facilitating growth and making decisions regarding admission and continuation in the program, student teaching, and/or recommendation for licensure.

The process is as follows:

1. **The Communication of Concern (CC) form is completed as needed.** The form can be filled out at any point during the teacher education program, from initial acceptance to recommendation for licensure. It is used when there are concerns which may limit a student's ability to successfully complete the teacher education program and perform as a professional educator. University of Minnesota, Morris faculty and administrators, the Discipline Coordinator or faculty, the Division Chair, cooperating teachers, and advising and student affairs personnel may submit the CC form.
2. **The completed CC form is sent to the appropriate Teacher Education Discipline Coordinator.** The Discipline Coordinator copies the form and forwards it to the student and faculty in the discipline. A copy of the CC is forwarded to the Division Chair and placed in the student's file in the Division office.
3. **The Discipline Coordinator schedules a meeting to discuss concerns described on the CC form.** Individuals at the meeting include the Coordinator, another faculty member in the discipline, the student, and, if desired, an advocate for the student. The purpose of the meeting is to clarify the concerns outlined in the CC form and to create a plan for resolution of concerns including objectives, procedures for assessment of progress, a timeline, and a designated faculty member to oversee progress and provide feedback to the student. These decisions are transferred to the Individual Learning Plan (ILP) form. If the originator of the CC is not in attendance at the meeting (e.g. cooperating teacher, principal), the designated faculty will share the ILP with the person who submitted it. The Discipline Coordinator copies the form and distributes it to the student, the originator of the CC, and discipline faculty. A copy of the ILP is forwarded to the Division Chair and placed in the student's file in the Division office.
4. **The designated faculty member provides feedback to the student about his/her progress.** The designated faculty member mentors the student, consults the originator of the CC, and reviews the student's progress according to the objectives and timeline in the ILP.
5. **Upon completion of the ILP or conclusion of the timeline, the designated faculty member schedules a meeting to report on the student's progress.** The individuals at the meeting include the designee, Discipline Coordinator, and one other faculty member in the discipline. This meeting will result in determination of:
 - a. **Successful completion of the plan (accomplishment of the objectives of the plan) resulting in the student's continuation the program.** Correspondence expressing successful completion of the plan is written and distributed by the Discipline Coordinator to the student, the originator of the CC, and the discipline faculty. A copy of the letter is forwarded to the Division Chair and placed in the student's file in the Division office.
 - b. **Unsuccessful completion of the plan resulting in removal from the program or revising or extending the plan.** Correspondence regarding revising or extending the plan is completed in the

same way as described in Step 3. This process may be repeated as deemed appropriate. Unsuccessful completion of the plan can result in termination of enrollment in the licensure program. Copies of the plan are forwarded as above.

6. **Appeals process.** The student may appeal the decision to the Chair of the Division of Education. Consideration by the Chair will be based on written and oral communication. If the chair was the originator of the CC, the appeal is made to another Division of Education faculty member.
7. **Resolution.** Successful resolution of all concerns in a CC and achievement of ILP objectives are required to receive departmental approval for admission and continuation in the program, student teaching, and/or recommendation for licensure.

COMMUNICATION OF CONCERN

The information provided below is intended to assist teacher licensure candidates in improving performance and teacher education faculty in facilitating growth of students in preparation for application to student teaching, during student teaching, and/ or recommendation for licensure.

Student Name _____

Course/Situation _____

Time Period _____

Prospective teachers are expected to fulfill the following expectations of professional educators. When these expectations are not met, and if a pattern of behavior continues after discussion with the student, formal action is necessary.

Please use the following list of professional behaviors to indicate area(s) of concern you have about the professional actions of this student.

The student does not:

- ____ a. Take responsibility for his/her acts
- ____ b. Seek help when needed
- ____ c. Consider and utilize suggestions and reflective feedback
- ____ d. Strive for quality and completeness
- ____ e. Manage time well
- ____ f. Arrive on time and ready to learn/work
- ____ g. Generate and turn in work on time
- ____ h. Contribute to group work
- ____ i. Demonstrate respect for others
- ____ j. Demonstrate sensitivity and responsiveness to the needs of others
- ____ k. Use resources and materials appropriately
- ____ l. Generate and act on goals and plans
- ____ m. Demonstrate academic integrity
- ____ n. Take responsibility for the safety and welfare of students
- ____ o. Maintain a drug-free work environment
- ____ p. Other

Please explain:

Name and Title

Date

Signature

Please submit this form to the Discipline Coordinator who will share it with the student. This form will be used in advising and personal planning, and will be kept on file in the Division of Education.

INDIVIDUAL LEARNING PLAN

Name _____

Date _____

Program/Professional Outcomes (s)	Objectives	Dates/Assessment

Signatures communicate agreement with the terms of the plan.

Student _____

Date _____

Discipline Coordinator _____

Date _____

Designated Faculty Member _____

Date _____

STANDARDS OF EFFECTIVE PRACTICE FOR BEGINNING TEACHERS ELEMENTARY EDUCATION K-6 AND SPECIALTY

The Minnesota Board of Teaching (BOT) requires that all teacher education programs assess their pre-service teachers according to their actual performance based on a set of specific standards. In this performance-based approach, rather than simply passing courses or writing quality essays, students in our program need to demonstrate their knowledge, dispositions, and skills as an effective pre-service teacher.

The Minnesota Standards of Effective Practice (SEP) listed on the following pages is a set of ten broad standards for beginning teachers based on those developed by the Interstate New Teacher Assessment and Support Consortium (INTASC) and include sub-standards unique to Minnesota. The SEP define the expertise needed for all beginning teachers. The MSEP form the basis for our student teaching evaluations, student portfolio assignment, senior presentations, and other assessments.

Standards two through ten are common for all teaching fields. Standard 1, Subject Matter, distinguishes one teacher license from another. The Subject Matter Standards for a Minnesota license in elementary education include Elementary—Kindergarten through Grade 6, and one of the following specialty areas: Middle Level Communication Arts and Literature, Mathematics, Social Studies or Science; or Preprimary. The UMM teacher education program and subsequent eligibility for elementary teaching licensure is based on these standards.

MINNESOTA STANDARDS OF EFFECTIVE PRACTICE FOR BEGINNING TEACHERS
MINNESOTA BOARD OF TEACHING

8710.2000

Standard 1
Subject Matter

A teacher must understand the central concepts, tools of inquiry, and structures of the disciplines taught and be able to create learning experiences that make these aspects of subject matter meaningful for students. The teacher must:

- A. understand major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the disciplines taught;
- B. understand how students' conceptual frameworks and misconceptions for an area of knowledge can influence the students' learning;
- C. connect disciplinary knowledge to other subject areas and to everyday life;
- D. understand that subject matter knowledge is not a fixed body of facts but is complex and ever developing;
- E. use multiple representations and explanations of subject matter concepts to capture key ideas and link them to students' prior understandings;
- F. use varied viewpoints, theories, ways of knowing, and methods of inquiry in teaching subject matter concepts;
- G. evaluate teaching resources and curriculum materials for comprehensiveness, accuracy, and usefulness for presenting particular ideas and concepts;
- H. engage students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline;
- I. develop and use curricula that encourage students to understand, analyze, interpret, and apply ideas from varied perspectives; and
- J. design interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry across several subject areas.

Standard 2 Student Learning

A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development. The teacher must:

- A. understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use specific instructional strategies that promote student learning;
- B. understand that a student's physical, social, emotional, moral, and cognitive development influence learning and know how to address these factors when making instructional decisions;
- C. understand the developmental progressions of learners and ranges of individual variation within the physical, social, emotional, moral, and cognitive domains, be able to identify levels of readiness in learning, and understand how development in any one domain may affect performance in others;
- D. use a student's strengths as a basis for growth, and a student's errors as opportunities for learning;
- E. assess both individual and group performance and design developmentally appropriate instruction that meets the student's current needs in the cognitive, social, emotional, moral, and physical domains;
- F. link new ideas to familiar ideas; make connections to a student's experiences; provide opportunities for active engagement, manipulation, and testing of ideas and materials; and encourage students to assume responsibility for shaping their learning tasks; and
- G. use a student's thinking and experiences as a resource in planning instructional activities by encouraging discussion, listening and responding to group interaction, and eliciting oral, written, and other samples of student thinking.

Standard 3

Diverse Learners

A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. The teacher must:

- A. understand and identify differences in approaches to learning and performance, including varied learning styles and performance modes and multiple intelligences; and know how to design instruction that uses a student's strengths as the basis for continued learning;
- B. know about areas of exceptionality in learning, including learning disabilities, perceptual difficulties, and special physical or mental challenges, gifts, and talents;
- C. know about the process of second language acquisition and about strategies to support the learning of students whose first language is not English;
- D. understand how to recognize and deal with dehumanizing biases, discrimination, prejudices, and institutional and personal racism and sexism;
- E. understand how a student's learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values;
- F. understand the contributions and lifestyles of the various racial, cultural, and economic groups;
- G. understand the cultural content, world view, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture;
- H. understand cultural and community diversity; and know how to learn about and incorporate a student's experiences, cultures, and community resources into instruction;
- I. understand that all students can and should learn at the highest possible levels in and persist in helping all students achieve success;
- J. know about community and cultural norms;
- K. identify and design instruction appropriate to a student's stages of development, learning styles, strengths, and needs;
- L. use teaching approaches that are sensitive to the varied experiences of students and that address different learning and performance modes;
- M. accommodate a student's learning differences or need regarding time and circumstances for work, tasks assigned, communication, and response modes;
- N. identify when and how to access appropriate services or resources to meet exceptional learning needs;
- O. use information about students' families, cultures, and communities as the basis for connecting instruction to students' experiences;
- P. bring multiple perspective to the discussion of subject matter, including attention to a student's personal, family, and community experiences and cultural norms; and
- Q. develop a learning community in which individual differences are respected.

Standard 4

Instructional Strategies

A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills. The teacher must:

- A. understand Minnesota's graduation standards and how to implement them;
- B. understand the cognitive processes associated with learning and how these processes can be stimulated;
- C. understand principles and techniques, along with advantages and limitations, associated with various instructional strategies;
- D. enhance learning through the use of a wide variety of materials and human and technological resources;
- E. nurture the development of student critical thinking, independent problem solving, and performance capabilities;
- F. demonstrate flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs;
- G. design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests;
- H. use multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources;
- I. monitor and adjust strategies in response to learner feedback;
- J. vary the instructional process to address the content and purposes of instruction and the needs of students;
- K. develop a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and present varied perspectives to encourage critical thinking; and
- L. use educational technology to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and to stimulate advanced levels of learning.

Standard 5 Learning Environment

A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher must:

- A. understand human motivation and behavior and draw from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work;
- B. understand how social groups function and influence people, and how people influence groups;
- C. know how to create learning environments that contribute to the self-esteem of all persons and to positive interpersonal relations;
- D. know how to help people work productively and cooperatively with each other in complex social settings;
- E. understand the principles of effective classroom management and use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom;
- F. know factors and situations that are likely to promote or diminish intrinsic motivation and how to help students become self-motivated;
- G. understand how participation supports commitment;
- H. establish a positive climate in the classroom and participate in maintaining a positive climate in the school as a whole;
- I. establish peer relationships to promote learning;
- J. recognize the relationship of intrinsic motivation to student lifelong growth and learning;
- K. use different motivational strategies that are likely to encourage continuous development of individual learner abilities;
- L. design and manage learning communities in which students assume responsibility for themselves and one another, participate in decision making, work both collaboratively and independently, and engage in purposeful learning activities;
- M. engage students in individual and group learning activities that help them develop the motivation to achieve, by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them and the learning;
- N. organize, allocate, and manage the resources of time, space, activities, and attention to provide active engagement of all students in productive tasks;
- O. maximize the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals;
- P. develop expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, inquiry, and learning;
- Q. analyze the classroom environment and make decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work; and
- R. organize, prepare students for, and monitor independent and group work that allows for full, varied, and effective participation of all individuals.

Standard 6 Communication

A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. The teacher must:

- A. understand communication theory, language development, and the role of language in learning;
- B. understand how cultural and gender differences can affect communication in the classroom;
- C. understand the importance of nonverbal as well as verbal communication;
- D. know effective verbal, nonverbal, and media communication techniques;
- E. understand the power of language for fostering self-expression, identity development, and learning;
- F. use effective listening techniques;
- G. foster sensitive communication by and among all students in class;
- H. use effective communication strategies in conveying ideas and information and in asking questions;
- I. support and expand learner expression in speaking, writing, and other media;
- J. know how to ask questions and stimulate discussion in different ways for particular purposes, including probing for learner understanding, helping students articulate their ideas and thinking processes, promoting productive risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question; and
- K. use a variety of media communication tools, including audiovisual aids and computers, including educational technology, to enrich learning opportunities.

Standard 7
Planning Instruction

A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, and the community, and curriculum goals. The teacher must:

- A. understand learning theory, subject matter, curriculum development, and student development and know how to use this knowledge in planning instruction to meet curriculum goals;
- B. plan instruction using contextual considerations that bridge curriculum and student experiences;
- C. plan instructional programs that accommodate individual student learning styles and performance modes;
- D. create short-range and long-range plans that are linked to student needs and performance;
- E. plan instructional programs that accommodate individual student learning styles and performance modes;
- F. design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students and to help all progress;
- G. implement learning experiences that are appropriate for curriculum goals, relevant to learners, and based on principles of effective instruction including activating student prior knowledge, anticipating preconceptions, encouraging exploration and problem solving, and building new skills on those previously acquired; and
- H. evaluate plans in relation to short-range and long-range goals, and systematically adjust plans to meet student needs and enhance learning.

Standard 8 Assessment

A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student. The teacher must:

- A. be able to assess student performance toward achievement of the Minnesota graduation standards under chapter 3501;
- B. understand the characteristics, uses, advantages, and limitations of different types of assessments including criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work;
- C. understand the purpose of and differences between assessment and evaluation;
- D. understand measurement theory and assessment-related issues, including validity, reliability, bias, and scoring concerns;
- E. select, construct, and use assessment strategies, instruments, and technology appropriate to the learning outcomes being evaluated and to other diagnostic purposes;
- F. use assessment to identify student strengths and promote student growth and to maximize student access to learning opportunities;
- G. use varied and appropriate formal and informal assessment techniques including observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests;
- H. use assessment data and other information about student experiences, learning behaviors, needs, and progress to increase knowledge of students, evaluate student progress and performance, and modify teaching and learning strategies;
- I. implement students' self-assessment activities to help them identify their own strengths and needs and to encourage them to set personal goals for learning;
- J. evaluate the effect of class activities on both individuals and the class as a whole using information gained through observation of classroom interactions, questioning, and analysis of student work;
- K. monitor teaching strategies and behaviors in relation to student success to modify plans and instructional approaches to achieve student goals;
- L. establish and maintain student records of work and performance; and
- M. responsibly communicate student progress based on appropriate indicators to students, parents or guardians, and other colleagues.

Standard 9
Reflection and Professional Development.

A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth. The teacher must:

- A. understand the historical and philosophical foundations of education;
- B. understand methods of inquiry, self-assessment, and problem-solving strategies for use in professional self-assessment;
- C. understand the influences of the teacher's behavior on student growth and learning;
- D. know major areas of research on teaching and of resources available for professional development;
- E. understand the role of reflection and self-assessment on continual learning;
- F. understand the value of critical thinking and self-directed learning;
- G. understand professional responsibility and the need to engage in and support appropriate professional practices for self and colleagues;
- H. use classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice;
- I. use professional literature, colleagues, and other resources to support development as both a student and a teacher;
- J. collaboratively use professional colleagues within the school and other professional arenas as supports for reflection, problem-solving, and new ideas, actively sharing experiences, and seeking and giving feedback;
- K. understand standards of professional conduct in the Code of Ethics for Minnesota Teachers in part 8700.7500; and
- L. understand the responsibility for obtaining and maintaining licensure, the role of the teacher as a public employee, and the purpose and contributions of educational organizations.

Standard 10
Collaboration, Ethics, and Relationships.

A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well being. The teacher must:

- A. understand schools as organizations within the larger community context and understand the operations of the relevant aspects of the systems within which the teacher works;
- B. understand how factors in a student's environment outside of school, including family circumstances, community environments, health and economic conditions, may influence student life and learning;
- C. understand student rights and teacher responsibilities to equal education, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, and reporting in situations of known or suspected abuse or neglect;
- D. understand the concept of addressing the needs of the whole learner;
- E. understand the influence of use and misuse of tobacco, alcohol, drugs, and other chemicals on student life and learning;
- F. understand data practices;
- G. collaborate with other professionals to improve the overall learning environment for students;
- H. collaborate in activities designed to make the entire school a productive learning environment;
- I. consult with parents, counselors, teachers of other classes and activities within the school, and professionals in other community agencies to link student environments;
- J. identify and use community resources to foster student learning;
- K. establish productive relationships with parents and guardians in support of student learning and well-being;
and
- L. understand mandatory reporting laws and rules.

**SUBJECT MATTER STANDARDS: ELEMENTARY
KINDERGARTEN – GRADE 6**

COMMUNICATION ARTS AND LITERATURE

8710.3200 Subpart 3B 1-12

B. A teacher of children in kindergarten through grade 6 must demonstrate the knowledge of fundamental concepts of communication arts and literature and the connections between them. The teacher must:

1. develop the skills and understanding to teach reading, writing, speaking, listening, media literacy, and literature;
2. understand and apply teaching methods related to the developmental stages of language;
3. use a variety of strategies to develop a student's ability to read with fluency and comprehension;
4. use a variety of developmentally appropriate techniques for augmenting the listening, speaking, reading, and writing vocabularies of children;
5. use a variety of appropriate strategies, techniques, and skills for developing comprehension;
6. know how to integrate the communication arts;
7. develop children's use of a process to write competently with confidence, accuracy, and imagination appropriate to the purpose and audience;
8. develop children's ability to use written, spoken, and visual language to communicate effectively with a variety of audiences and for different purposes;
9. know children's and young adolescents' literature representing a variety of genre;
10. know how to use books and other printed sources to develop children's and young adolescents' personal growth and lifelong learning;
11. integrate the instruction of reading into all content areas; and
12. use a variety of developmentally appropriate techniques for the application of textual and technological learning experiences.

MATHEMATICS

8710.3200 Subpart 3C 1-8

C. A teacher of children in grades K-6 must demonstrate knowledge of fundamental concepts of mathematics and the connections between them. The teacher must know and apply:

1. concepts of mathematical patterns, relations, and functions, including the importance of number and geometric patterns in mathematics and the importance of the educational link between primary school activities with patterns and the later conceptual development of important ideas related to functions and be able to:
 - (a) identify and justify observed patterns;
 - (b) generate patterns to demonstrate a variety of relationships; and
 - (c) relate patterns in one strand of mathematics to patterns across the discipline;
2. concepts and techniques of discrete mathematics and how to use them to solve problems from areas including graph theory, combinatorics, and recursion and know how to:
 - (a) help students investigate situations that involve counting finite sets, calculating probabilities, tracing paths in network graphs, and analyzing iterative procedures; and
 - (b) apply these ideas and methods in settings as diverse as the mathematics of finance, population dynamics, and optimal planning;
3. concepts of numerical literacy:
 - (a) possess number sense and be able to use numbers to quantify concepts in the students' world;
 - (b) understand a variety of computational procedures and how to use them in examining the reasonableness of the students' answers;

- (c) understand the concepts of number theory including divisibility, factors, multiples, and prime numbers, and know how to provide a basis for exploring number relationships; and
- (d) understand the relationships of integers and their properties that can be explored and generalized to other mathematical domains;
- 4. concepts of space and shape:
 - (a) understand the properties and relationships of geometric figures;
 - (b) understand geometry and measurement from both abstract and concrete perspectives and identify real world applications; and
 - (c) know how to use geometric learning tools such as geoboards, compass and straight edge, ruler and protractor, patty paper, reflection tools, spheres, and platonic solids;
- 5. data investigations:
 - (a) use a variety of conceptual and procedural tools for collecting, organizing, and reasoning about data;
 - (b) apply numerical and graphical techniques for representing and summarizing data;
 - (c) interpret and draw inferences from data and make decisions in a wide range of applied problem situations; and
 - (d) help students understand quantitative and qualitative approaches to answering questions and develop students' abilities to communicate mathematically;
- 6. concepts of randomness and uncertainty:
 - (a) probability as a way of describing chance in simple and compound events; and
 - (b) the role of randomness and sampling in experimental studies;
- 7. mathematical processes:
 - (a) know how to reason mathematically, solve problems, and communicate mathematics effectively at different levels of formality;
 - (b) understand the connections among mathematical concepts and procedures, as well as their application to the real world;
 - (c) understand the relationship between mathematics and other fields; and
 - (d) understand and apply problem solving, reasoning, communication, and connections; and
- 8. mathematical perspectives:
 - (a) understand the history of mathematics and the interaction between different cultures and mathematics; and
 - (b) know how to integrate technological and non-technological tools with mathematics.

SOCIAL STUDIES

8710.3200 Subpart 3D 1-4

D. A teacher of children in kindergarten through grade 6 must demonstrate knowledge of fundamental social studies concepts and the connections among them. The teacher must know and apply:

- 1. tools of inquiry and problem solving;
- 2. concepts of:
 - (a) culture and cultural diversity;
 - (b) the ways human beings view themselves in and over time;
 - (c) the interaction between people, places, and environments;
 - (d) individual development and identity;
 - (e) interactions among individuals, groups, and institutions;
 - (f) how people create and change structures of power and authority and of governance;
 - (g) how people organize for the production, distribution, and consumption of goods and services and how those choices impact the environment;
 - (h) the relationships among science, technology, and society;
 - (i) global connections and independence; and
 - (j) the ideals, principles, and practices that promote productive community involvement;
- 3. history, government, and culture of Minnesota-based American Indian tribes as integrating concepts throughout the elementary curriculum; and

4. the environment as an integrating concept through understanding of how to use the sciences, social sciences, mathematics, arts, and communications in the exploration of environmental issues and topics.

SCIENCE

8710.3200 Subpart 3E 1-8

- E. A teacher of children in grades K-6 must demonstrate a fundamental knowledge of scientific perspectives, scientific connections, science in personal and social perspectives, the domains of science, and the methods and materials for teaching science and scientific inquiry. The teacher must:
1. understand science as a human endeavor, the nature of scientific knowledge, and the historical perspective of science.
 2. know and apply the understandings and abilities of scientific inquiry including the ability to:
 - (a) identify questions and concepts that can be explored through scientific inquiry;
 - (b) design and conduct scientific investigations
 - (c) use appropriate scientific instrumentation and equipment and mathematics as tools to improve scientific investigations and communications;
 - (d) compare the use of multiple types of inquiry for answering questions;
 - (e) evaluate alternative explanations and models based on evidence, current scientific understanding, and logic; and
 - (f) communicate and defend a scientific argument;
 3. know how to make connections across the domains of science, between science and technology, and between science and other school subjects;
 4. use scientific understandings and abilities when making decisions about personal and societal issues;
 5. know and apply the fundamental concepts and principles of physical science concerning properties of and changes in matter; position, motion, and force; light, heat, electricity, and magnetism; and kinds of and ways to transfer energy;
 6. know and apply the fundamental concepts and principles of life science concerning the characteristics of organisms, the life cycle of organisms, the interrelationships of organisms and environments, structure and function in living systems, reproduction and heredity, regulation and behavior, populations and ecosystem and their interrelationships, and diversity and adaptations of organisms;
 7. know and apply the fundamental concepts and principles of earth and space science concerning properties of earth materials; objects in the sky, changes in earth and sky; structure of the earth system, including hydrosphere, biosphere, atmosphere, and lithosphere; history of the earth; and earth in the solar system; and
 8. know and apply pedagogy and classroom management in science and scientific inquiry including understanding:
 - (a) content standards under chapter 3501 for recommendations regarding curriculum, instruction, assessment, professional development and program development;
 - (b) how to teach scientific inquiry in a developmentally appropriate manner;
 - (c) common student misconceptions in science and developmentally appropriate strategies to elicit students' misconceptions and help them move to accepted scientific understandings; and
 - (d) how to implement safe environments for learning science through knowing:
 - i. state and national legal responsibilities and safety guidelines for teaching science;
 - ii. how to establish and enforce recognized safety procedures during the science learning experience;
 - iii. how to use required safety equipment for classroom, field, and laboratory settings including goggles, fire extinguisher, fire blanket, eye wash, and chemical shower;
 - iv. how to manage, maintain and utilize science supplies and equipment;
 - v. state and national guidelines and plan for the care, storage, use, and disposal of chemicals and equipment used to teach science;
 - vi. the ethics of and restrictions on making and maintaining collections of scientific specimens and data; and

- vii. the ethics of and restrictions on the use of live organisms, and how to acquire, care, handle, and dispose of organisms.

PHYSICAL EDUCATION AND HEALTH

8710.3200 Subpart 3F 1-4

- F. A teacher of children in kindergarten through grade 6 must demonstrate knowledge of fundamental physical education and health concepts and the connections among them. The teacher must:
1. understand the knowledge needed for providing learning experiences that encourage personal and community health promotion, disease prevention and safety, and proper nutritional choices;
 2. understand strategies for reducing and preventing accidents; drug, alcohol, and tobacco use; and high-risk situations and relationships;
 3. understand and apply movement concepts and principles to the learning and development of motor skills; and
 4. understand the knowledge needed for providing learning experiences that develop a health-enhancing level of physical fitness.

VISUAL AND PERFORMING ARTS MUSIC, DANCE, THEATER

8710.3200 Subpart 3G 1-5

G. A teacher of children in kindergarten through grade 6 must demonstrate knowledge of fundamental visual and performing arts, including music, dance, and theater, concepts and connections among them. The teacher must:

1. understand the basic structural elements, principles, and vocabulary of the visual and performing arts;
2. be able to perform and create using the basic elements and processes of visual and performing arts;
3. know and apply within the elementary curriculum strategies for nurturing artistic modes of expression and thinking;
4. understand the role of visual and performing arts in culture; and
5. know the characteristics of children's developmental stages in the visual and performing arts.

**MIDDLE LEVEL COMMUNICATION ARTS AND LITERATURE SPECIALITY
SUBJECT MATTER STANDARDS**

Standards part 8710.3200, subpart 4A

- A. A teacher with a specialty for teaching communication arts and literature in grades 5 through 8 must demonstrate knowledge of fundamental concepts of the communication arts and literature and connections among them. The teacher must:
1. understand the literacy needs of young adolescents encompassing the need to comprehend narrative and technical writing, the need to successfully access available databases, the need to write at an interactive level including a variety of person formats, and the ability to interact on all cognitive levels through writing;
 2. understand the importance of building student schema and metacognition in comprehending new information at higher levels of thinking;
 3. possess the strategies and skills necessary to teach young adolescents how to use content area text structure as an aid to their comprehension;
 4. possess the ability to use authentic assessment practices for the evaluation of young adolescents' development in literacy skills;
 5. possess the strategies and skills necessary to expand the vocabulary acquisition strategies of young adolescents as they grow in their literacy behaviors; and
 6. possess the strategies and skills necessary to develop the reading and writing behaviors of young adolescents across a breadth of content areas.

**MIDDLE LEVEL MATHEMATICS SPECIALITY
SUBJECT MATTER STANDARDS**

Standards part 8710.3200, subpart 4B

- B. A teacher with a specialty for teaching mathematics in grades 5 through 8 must demonstrate knowledge of fundamental concepts of mathematics and connections among them. The teacher must know and apply:
1. concepts of patterns, relations, and functions:
 - (a) recognize, describe, and generalize patterns and build mathematical models to describe situations, solve problems, and make predictions;
 - (b) analyze the interactions within and among quantities and variables to model patterns of change and use appropriate representations including g tables, graphs, matrices, words, algebraic expressions, and equations;
 - (c) represent and solve problem situations that involve variable quantities and be able to use appropriate technology;
 - (d) understand patterns present in number systems and apply these patterns to further investigations;
 - (e) apply properties of bounded ness and limits to investigate problems involving sequences and series; and
 - (f) apply concepts of derivatives to investigate problems involving rates of change.
 2. concepts of discrete mathematics:
 - (a) application of discrete models to problem situations using appropriate representations including sequences, finite graphs and trees, matrices, and arrays;
 - (b) application of systematic counting techniques in problem situations to include determining the existence of a solution, the number of possible solutions, and the optimal solution;
 - (c) application of discrete mathematics strategies including pattern searching; organization of information; sorting; case-by-case analysis; iteration and recursion; and mathematical induction to investigate, solve, and extend problems; and
 - (d) exploration, development , analysis and comparison of algorithms designed to accomplish a task or solve a problem.
 3. concepts of number sense:
 - (a) understand number systems; their properties; and relations including whole numbers, integers, rational numbers, real numbers, and complex numbers;
 - (b) bosses an intuitive sense of numbers including a sense of magnitude, mental mathematics, estimation, place value, and a sense of reasonableness of results;
 - (c) possess a sense for operations, application of properties of operations, and the estimation of results;
 - (d) be able to translate among equivalent forms of numbers to facilitate problem solving; and
 - (e) be able to estimate quantities and evaluate the reasonableness of estimates.
 4. concepts of shape and space;
 - (a) shapes and the ways in which shape and space can be derived and described in terms of dimension, direction, orientation, perspective, and relationships among these properties;
 - (b) spatial sense and the ways in which shapes can be visualized, combined, subdivided, and changed to illustrate concepts, properties, and relationships;
 - (c) spatial reasoning and the use of geometric models to represent, visualize and solve problems;
 - (d) motion and the ways in which rotation, reflection, and translation of shapes can illustrate concepts, properties, and relationships;
 - (e) formal and informal argument, including the processes of making assumptions; formulating, restating, and reformulating conjectures; justifying arguments based on geometric figures; and evaluating the arguments of others;
 - (f) plane, solid, and coordinate geometry systems including relations between coordinate and synthetic geometry, and generalizing geometric principles form a two-dimensional system to a three-dimensional system;

- (g) attributes of shapes and objects that can be measured, including length, area, volume, capacity, size of angles, weight, and mass;
 - (h) the structure of systems of measurement, including the development and use of measurement systems and the relationships among different systems; and
 - (i) measuring, estimating, and using measurements to describe and compare geometric phenomena.
5. concepts of data investigations;
- (a) data and its power as a way to explore questions and issues;
 - (b) investigation through data, including formulating a problem; devising a plan to collect data; and systematically collecting, recording, and organizing data;
 - (c) data representation to describe data distributions, central tendency, and variance through appropriate use of graphs, tables, and summary statistics; and
 - (d) analysis and interpretation of data, including summarizing data; and making or evaluating arguments, predictions, recommendations, or decisions based on an analysis of the data; and
6. concepts of randomness and uncertainty:
- (a) inference and the role of randomness and sampling in statistical claims about populations;
 - (b) probability as a way to describe change or risk in simple and compound events;
 - (c) predicting outcomes based on exploration of probability through data collection, experiments, and simulations; and predicting outcomes based on theoretical probabilities and comparing mathematical expectations with experimental results.

**MIDDLE LEVEL SOCIAL STUDIES SPECIALITY
SUBJECT MATTER STANDARDS**

Standards part 8710.3200, subpart 4C

- C. A teacher with a specialty for teaching social studies in grades 5 through 8 must demonstrate knowledge of fundamental concepts of the social studies disciplines and the connections among them. The teacher must know and apply:
1. concepts of the ways human beings view themselves in and over time:
 - (a) that different historians may describe the same event or situation in different ways;
 - (b) key concepts including chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity;
 - (c) processes important to reconstructing and reinterpreting the past;
 - (d) that historical perspectives are influenced by individual experiences, societal values, and critical traditions; and how to use knowledge of facts and concepts drawn from history, along with methods of historical inquiry, to inform and evaluate actions concerning public policy issues;
 2. concepts of people, places, and environments:
 - (a) how to map information in a spatial context and interpret the maps;
 - (b) land forms and geographic features;
 - (c) physical system changes, including seasons, climate and weather, and the water cycle, and identify geographic patterns associated with them;
 - (d) physical and cultural patterns and their interactions, including land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes; and
 - (e) how historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings.
 3. concepts of how people organize for the production, distribution, and consumption of goods and services:
 - (a) how economic systems structure the production and distribution of goods and services;
 - (b) the costs and benefits to society of allocating goods and services through private and public sectors;]
 - (c) a range of various institutions that make up economic systems, for example households, business firms, banks, and corporations;
 - (d) how values and beliefs influence different economic decisions; and
 - (e) how to use economic reasoning to compare different proposals for dealing with contemporary social issues;
 4. concepts of ideals, principles, and practices of citizenship in a democratic republic:
 - (a) the purpose of government and how its powers are acquired, used, and justified;
 - (b) the basic features of the political system in the United States;
 - (c) the key ideals of the democratic republican form of government;
 - (d) the process for becoming a citizen and the rights and responsibilities of citizenship;
 - (e) how to locate, access, analyze, organize, and apply information about selected public issues;
 - (f) diverse forms of public opinion and the influence that various forms of citizen action have on public policy development and decision making; and
 - (g) how various forms of citizen actions can strengthen the common good.
 5. relationships among science, technology, and society:
 - (a) how science and technology have changed people's perceptions of the social and natural world;
 - (b) ways in which values, beliefs, and attitudes are influenced by new scientific and technological knowledge;
 - (c) the need for laws and policies to govern scientific and technological applications; and
 - (d) the need to seek reasonable and ethical solutions to problems that arise when scientific advancements and social norms or values come into conflict.

**MIDDLE LEVEL SCIENCE SPECIALITY
SUBJECT MATTER STANDARDS**

Standards part 8710.3200, subpart 4D—Refer to 8710.4750, subpart 3

- A. A teacher of science in grades 5 through 8 must demonstrate science perspectives, including:
1. understand and conduct science inquiry as evidenced by the ability to:
 - (a) ask appropriate theoretical or empirical questions about a given system or event that build on current scientific knowledge and can be answered scientifically;
 - (b) design and conduct, using appropriate methods, technology, and mathematical tools, a scientific investigation to answer a given question;
 - (c) develop, using appropriate sources of information, qualitative and quantitative solutions to problems;
 - (d) communicate clearly and concisely, using words, diagrams, tables, graphs, and mathematical relationships, the methods and procedures, results, and conclusions for a given empirical question or problem;
 - (e) justify a scientific explanation of a given system or event, compared to alternative explanations, based on the available empirical evidence, current scientific understanding, and logical arguments; and
 - (f) criticize, using knowledge of common errors of evidence and logic, a given science-related claim or argument.
 2. understand the history and nature of scientific knowledge as evidenced by the ability to:
 - (a) describe the evolution of scientific knowledge in a given historical context in terms of the contributions of male and female individuals from various cultures; the influence of society, culture, and personal beliefs of the scientists involved; and the accumulating empirical evidence and logical arguments used to develop the new knowledge;
 - (b) explain why scientists disagree on a given contemporary controversy in terms of the different assumptions made by the scientists, the different values the scientists place on a particular piece of evidence, and the limitations of the available data or theories, or both; and
 - (c) explain, using knowledge of the role of empirical evidence and logical argument in science and the assumption that the universe is a vast single system in which the basic rules are everywhere the same, why a given contemporary or historical belief is non-science.
- B. A teacher of science must have the knowledge and ability to make conceptual connections within and across the domains of science and between science and technology. The teacher of science must understand:
1. connections across the domains of science as evidenced by the ability to:
 - (a) describe, using words and diagrams, a given technological, biological, physical, earth, or space system in terms of its components, inputs, outputs, and control or feedback;
 - (b) describe, using a specific example the use of a given unifying theme or principle in the physical sciences, life sciences, and earth and space sciences; and
 - (c) explain, using unifying scientific principles, a given set of seemingly unrelated systems or events, both within a science domain and across science domains.
 2. connections between science and technology as evidenced by the ability to:
 - (a) describe the similarities and differences between the goals and processes of scientific inquiry and the goals and processes of technological design;
 - (b) explain how the availability of new technology influenced the development of scientific knowledge in a given contemporary or historical context and how the development of new scientific knowledge led to technological advances in a given contemporary or historical context;
 - (c) explain and predict the possible unexpected benefits and the negative side effects and unintended consequences of a given technological advance;
 - (d) explain why the contributions of individuals form different scientific disciplines and of technology were necessary for the success of a given contemporary or historical scientific investigation; and

- (e) design a modification or use of a system to meet certain needs or criteria in either chemistry, earth and space science, biology, or physics.
3. connections between science and other school subjects as evidenced by the ability to:
- (a) communicate clearly and precisely, using words, physical models, computer models, demonstrations, diagrams, flow charts, numbers, tables, graphs, and appropriate mathematical relationships, the observations, methods and procedures, results, and conclusions for a given empirical question or problem; explanations of how or why something happens; predictions of what will happen when a change is made; the design for modifying or using a system; and the evaluation of the design against the needs or criteria it was designed to meet;
 - (b) interpret a given text, physical or computer model, demonstration, diagram, flow chart, set of numbers, table, graph, and appropriate mathematical relationships;
 - (c) use computer software or graphing calculators to display and analyze data and to model solutions to a prediction or design problem;
 - (d) explain how mathematics influenced the development of scientific knowledge in a given contemporary or historical context, and how the development of new scientific knowledge led to new mathematics in a given contemporary or historical context; and
 - (e) describe the impact on society and culture of a given historical development of scientific ideas.
- C. A teacher of science understands how knowledge of concepts and principles of science and technology and knowledge of factors influencing person and community health, population growth, natural resources, environmental quality, and natural and human-induced hazards influence decisions about person and societal issues. The teacher of science must:
- 1. predict the scientific, economic, political, and ethical factors that could influence a course of action to address a given personal issue or local, national, or global challenges;
 - 2. design, using the systematic approaches of science and scientific knowledge, a course of action to address a personal issue or a given local, national, or global challenge; and
 - 3. justify and defend a given design for a course of action in terms of an assessment of alternatives, risks, costs, and benefits, and consideration of who benefits and who suffers, who pays and gains, and what the risks are and who bears them.
- D. A teacher of science must be able to understand and apply fundamental principles, laws, and concepts of earth and space science, life science, and physical science. The teacher of science must:
- 1. know and apply the fundamental principles, laws, and concepts of earth and space science including understanding;
 - (a) the components and evolution of the Earth system as evidenced by the ability to:
 - i. describe, using words, diagrams, pictures, and graphs, the physical properties of a given Earth material.
 - ii. explain, from observation of its composition, texture, and physical state using physical, geological, or biological processes, a plausible way in which a given rock formed through time;
 - iii. explain, in terms of environmental changes, structural events, plate tectonics, and sedimentary, igneous, metamorphic, and biologic processes, how observed differences within a given rock sequence are related to the various processes that may have formed the rocks;
 - iv. explain, in terms of environmental changes, structural events, plate tectonics, and sedimentary, igneous, metamorphic, and biologic processes, a plausible way in which a given rock sequence formed through time;
 - v. explain, in terms of the physical processes that formed it, the origin and development of a given Earth structure;
 - vi. predict, in terms of known rock sequences, how a given geologic or biologic event might be recorded in a rock sequence; and
 - vii. explain, using the fossil record and decay rates of radioactive isotopes, how the age of a given rock is determined.
 - (b) matter and energy in the Earth system as evidenced by the ability to:

- i. explain, using convection, conduction, and radiation, how matter is transported and how energy drives the process of transportation of matter within and between given Earth subsystems of structures;
 - ii. explain, using convection, conduction, radiation, and conservation of energy, how energy is transmitted and transformed within and between given Earth subsystems or structures;
 - iii. design a simple physical model that mimics the behavior of a given Earth system; and
 - iv. describe, using words, diagrams, and chemical equations, the processes involved in the movement of chemical elements or compounds among different given chemical reservoirs in the earth.
 - (c) the Earth in the solar system and universe as evidenced by the ability to:
 - i. explain how the properties and organization of galaxies provide evidence that the universe is continuously changing;
 - ii. explain qualitatively, using fundamental processes of chemical, physical, and geological change, how processes of change on a given solar system object are different or similar to Earth;
 - iii. describe, using words, diagrams, and physical models, the motion of objects in our solar system; and
 - iv. explain qualitatively, using Earth's axial rotation, tilt of its rotational axis, and changing position with respect to the sun, the seasonal variations in the length of a day and sun angle at various latitudes on Earth.
 - (d) human interactions with the earth system as evidenced by the ability to:
 - i. describe, using words, diagrams, pictures, graphs, historic records, and physical models, the scientific basis for predicting the occurrence of a given environmental hazard on a human time frame;
 - ii. describe, using words, diagrams, pictures, maps, and physical or computer models, the observed changes in a given Earth system that are due directly or indirectly to human activity; and
 - iii. predict, using words, diagrams, pictures, maps, and physical or computer models, the probable movement of pollutants in a given Earth system;
2. know and apply the fundamental principles, laws, and concepts of life science including understanding:
 - (a) structural and functional relationships in living systems and environments as evidenced by the ability to:
 - i. perform observations to describe the macroscopic structures of a given common organism;
 - ii. describe, using words, pictures, and diagrams, the conditions required to sustain life for a given common organism;
 - iii. describe, using words and diagrams, the characteristics of what determines life in a given common organism;
 - iv. design a system to support, sustain, and continue the life of a given set of common organisms;
 - v. describe, using words, picture, dioramas, and physical or computer models, the structure and function of the components of a given living system in relation to its overall function;
 - vi. explain, in terms of the function of the organs of that system, the structure of a given plant and animal system;
 - vii. explain, using structure=function relationships, how and why the structures for a given function are different in different given species;
 - viii. describe the origins, transmission prevention, management, or cure of a given disease; and
 - ix. explain and predict, in terms of the defense mechanism and the method by which the immunity is established, how a given active or passive immunity functions in a human.
 - (b) molecular and cellular life processes as evidenced by the ability to:
 - i. perform observations to describe cellular structures and physiological processes;
 - ii. describe, using words, pictures, and models, the components of a given cell;
 - iii. explain, in terms of the structure and function of the cell components, the differences between prokaryotic and eukaryotic cells and between given eukaryotic cells;
 - iv. describe, using words, pictures, and diagrams, the cellular processes of a given plant or animal cell;
 - v. explain, using the process of photosynthesis, how plants transform solar energy into cellular energy;
 - vi. explain, using the process of cellular respiration, how energy stored in food molecules is released;

- vii. explain, using the process of DNA replication, how proteins are synthesized in a cell;
 - viii. explain, using the structure-function relationships between cells, tissues, organs, and systems how cells function as the primary building blocks of an organism;
 - ix. describe, using words, pictures, and models, the physical changes at each given stage of cellular asexual reproduction;
 - x. describe, using words, diagrams, and charges, how traits are inherited and sex is determined in a given animal; and
 - xi. explain, using the relationships between genetic change and expression, how a mutation occurs and predict the effect an environmental change will have on the expression of a trait.
- (c) diversity and biological evolution as evidence by the ability to:
- i. describe, using words, pictures, and diagrams, the range of physical and behavioral adaptations that can occur in response to environmental stresses for a given species;
 - ii. describe, using words, diagrams, charts, and graphs, the range of observable characteristics of a given species in a given environment;
 - iii. explain the speciation process in a given fossil record; and
 - iv. design, based only on observable structure, a classification key for a given set of organisms.
- (d) the interdependence among living things as evidenced by the ability to:
- i. collect and analyze data to describe the diversity and number of species in a given ecosystem;
 - ii. describe, using words, pictures, and diagrams, the biotic and abiotic components of a given niche, habitat, ecosystem, or biome;
 - iii. explain, in terms of environmental adaptations and development, the diversity of a given species;
 - iv. describe, using words and diagrams, the cycling of matter and the flow of energy within a given system;
 - v. explain and predict the behavioral responses of an animal to a given set of environmental changes; and
 - vi. design, using environmental changes, an experiment to elicit a specific behavioral response from a given animal.
3. know and apply the fundamental principles, laws, and concepts of the physical science including understanding:
- (a) one-dimensional and two-dimensional linear motion and forces as evidenced by the ability to:
- i. perform measurements and calculations to determine the position, average speed, and direction of motion of a given object;
 - ii. describe, using words, pictures or diagrams, graphs, vectors, and simple mathematical relationships, the vertical and horizontal components of the motion of a given object;
 - iii. describe, using words and free body vector diagrams, the forces acting on a object in a given system of interacting objects, and explain qualitatively, using Newton's Second and Third Laws, the relationships between all the forces;
 - iv. describe, using words, energy diagrams or graphs, and simple mathematical relationships, the change of energy of a system and any transfer of energy into or out of a given system of interacting objects; and
 - v. explain qualitatively, in terms of balanced and unbalanced forces and the conservation of energy, the observed motion of an object in a given system of interacting objects.
- (b) vibrations and wave motion as evidenced by the ability to:
- i. perform measurements and calculations to describe the wavelength, amplitude, period, and frequency of a given oscillating object or wave;
 - ii. describe, using words, diagrams, and graphs, the frequency and amplitude of a given simple pendulum or vibrating object;
 - iii. describe, using words, diagrams, and graphs, the wave motion of a traveling or standing wave in a given medium; and
 - iv. explain qualitatively, in terms of the changes in the frequency amplitude, wavelength, or wave velocity, the observed changes in the pitch or intensity of a sound when given changes are made to the source, the medium through which the sound travels, or the relative motion of the source or detector.
- (c) the behavior of light as evidence by the ability to:

- i. explain qualitatively, using the directionality and chromatic composition of light, how we see a given object and its color;
 - ii. explain and predict, using ray diagrams, the observed shadows in a simple geometrical system of objects and point or extended light sources;
 - iii. describe, using words and ray diagrams, the reflection, refraction, transmission, and absorption of light when it encounters an ordinary object, a plain or curved mirror, a prism, and thin concave or convex lenses; and
 - iv. explain qualitatively, using ray diagrams and the laws of reflection and refraction of light, the observed location and magnification of the real or virtual images for a given pinhole system, simple system of mirrors, or simple system of thin lenses.
- (d) electricity and magnetism as evidenced by the ability to:
- i. perform measurements to determine the type of charge of a given charged object, and the north and south poles of an unmarked magnet;
 - ii. explain qualitatively, in terms of the movement of electrons, observed changes in the charge of an object in a given system of interacting charged and uncharged objects;
 - iii. describe, using words and diagrams, the magnetic field around a straight current carrying wire and a current-carrying solenoid; and
 - iv. design a circuit using batteries, bulbs, and switches to meet given criteria for the brightness and control of the bulbs.
- (e) the properties and structure of matter as evidenced by the ability to:
- i. perform measurements and calculations to describe the mass, volume, density, concentration, melting and boiling temperatures, and solubility limits of a given substance;
 - ii. describe using words, and diagrams, common substances as pure elements or compounds, solutions, suspensions, or colloids;
 - iii. perform procedures of distillation, precipitation, extraction, or chromatography to separate the substances in a given mixture;
 - iv. describe, using words and diagrams, the basic atomic and subatomic constituents matter;
 - v. describe, using kinetic-molecular theory or inter molecular forces, or both, the arrangement and motion of atoms, ions, or molecules in a given gas, liquid, or solid substance, and explain the characteristic properties of the substance;
 - vi. explain and predict, using the principles for filling the electron orbital of atoms and the Periodic Table, the periodic trends in electrical conductivity, ionization, and metallic character of a given set of elements;
 - vii. predict, using the Periodic Table, whether the bonding in a given substance is primarily covalent, metallic, or ionic;
 - viii. describe, with words and diagrams, the electrical conductivity of a given conductor, insulator, or semiconductor using periodic trends;
 - ix. describe, in words and diagrams using conservation of mass and energy, the changes in matter and energy that occur in the nuclear processes of radioactive decay, fission, and fusion; and
 - x. describe, with words, structural and chemical diagrams and formulas, and physical and computer models, the unique structure of carbon, and explain how that structure results in the large variety of organic molecules.
- (f) chemical reactions as evidenced by the ability to:
- i. describe, using words, diagrams, physical or computer models, and a balanced chemical equation, changes in the energy and arrangement of atoms for a given chemical reaction;
 - ii. describe, using words, diagrams, and chemical symbols, a given chemical reaction as oxidation-reduction, acid-base, free radical, precipitation, metathesis, or a combination of these; and
 - iii. explain and predict qualitatively, using solubility rules, the common oxidation states of elements, the activity series of metals and nonmetals, the stability of radicals, and the properties of acids and bases, the most likely type of reaction for a given set of given reactants.
- (g) thermodynamics as evidenced by the ability to:
- i. describe, using words and pictures or diagrams, the characteristics of an ideal gas;
 - ii. describe and predict, using words, graphs, and mathematical relationships, changes in pressure, volume, or temperature of a given ideal gas;

- iii. describe, using words, diagrams, and energy graphs, the changes in the enthalpy and entropy during a given chemical reaction; and
 - iv. explain qualitatively, using the First and Second Laws of Thermodynamics energy, changes in a given spontaneous or non-spontaneous reaction.
- (h) chemical kinetics and equilibrium as evidenced by the ability to:
- i. explain, using the requirements for effective particle collisions and activation energy, why a given spontaneous reaction is fast or slow, and predict the conditions necessary to make the reaction occur more rapidly;
 - ii. explain, using the concept of activation energy and the requirements for effective particle collisions, how a given catalyst increases the rate of a given reaction;
 - iii. explain, using the kinetic-molecular model, how a given change in temperature, concentration or particle surface area changes the rate of a given chemical reaction;
 - iv. describe, using words, diagrams, chemical equations, and concentration graphs, the equilibrium of a given reaction;
 - v. explain, in terms of changes in the number of effective collisions of the molecules in the forward and reverse reaction, why the chemical equilibrium of a given reaction is a dynamic process; and
 - vi. explain and predict change in the equilibrium of a given chemical reaction when the temperature changes, the pressure changes, a catalyst is added, or the concentration of reactants or products changes.
- E. A teacher of science must have a broad-based knowledge of teaching science that integrates knowledge of science with knowledge of pedagogy, students, learning environments, and professional development. A teacher of science must understand:
1. curriculum and instruction in science as evidence by the ability to:
 - (a) select, using local, state, and national science standards, appropriate science learning goals and content;
 - (b) plan and coordinated sequence of lessons and instructional strategies that support the development of students' understanding and nurture a community of science learners including appropriate inquiry into authentic questions generated from students' experiences; strategies for eliciting students' alternative ideas; strategies to help students' understanding of scientific concepts and theories; and strategies to help students use their scientific knowledge to describe real-world objects, systems, or events;
 - (c) plan assessments to monitor and evaluate learning of science concepts and methods of science inquiry; and
 - (d) justify and defend, using knowledge of student learning, research in science education, and national science education standards, a given instructional model or curriculum.
 2. safe environments for learning science as evidenced by the ability to:
 - (a) use required safety equipment correctly in classroom, field, and laboratory settings;
 - (b) describe, using knowledge of ethics and state and national safety guidelines and restrictions, how to make and maintain a given collection of scientific specimens and data;
 - (c) describe, using knowledge of ethics and state and national safety guidelines and restrictions, how to acquire, care for handle and dispose of live organisms;
 - (d) describe, using state and national guidelines, how to acquire, care for, store, use, and dispose of given chemicals and equipment used to teach science;
 - (e) implement safe procedures during supervised science learning experiences in the public schools; and
 - (f) develop a list of materials needed in an elementary science safety kit.
 3. how to apply educational principles relevant to the physical, social, emotional, moral, and cognitive development of preadolescents and adolescents;
 4. how to apply the research base for and the best practices of middle level and high school education;
 5. how to develop curriculum goals and purposes based on the central concepts of science and how to apply instructional strategies and materials for achieving student understanding of the discipline;
 6. the role and alignment of district, school, and department mission and goals in program planning.

7. the need for and how to connect students' schooling experiences with everyday life, the workplace, and further educational opportunities;
8. how to involve representatives of business, industry, and community organizations as active partners in creating educational opportunities;
9. the role and purpose of co-curricular and extra curricular activities in the teaching and learning process;
10. the impact of reading ability on student achievement in science, recognize the varying reading comprehension and fluency levels represented by students, and possess the strategies to assist students to read science content more effectively; and
11. how to apply the standards of effective practice in teaching through a variety of early and ongoing clinical experiences with middle level and high school students within a range of educational programming models.

**PREPRIMARY SPECIALITY
SUBJECT MATTER STANDARDS**

Standards 8710.3200, subpart 4F—Refer to 8710.3000, subpart 3, items A, C, E, F, and G.

- A. A teacher of preprimary-aged and primary-aged children must understand child development and learning, including:
1. the research base for best practices of early childhood education;
 2. the physical, social, emotional, language, cognitive, and creative development of young children from birth through age eight;
 3. how young children differ in their development and approaches to learning to support the development and learning of individual children;
 4. the major theories of early childhood development and learning and their implications for practice with young children and families from birth through age eight;
 5. the concepts of “belonging” and “family connectedness” as crucial to the development of young children;
 6. that children are best understood in the contexts of family, culture, and society; and
 7. the interrelationships among culture, language, and thought and the function of the home language in the development of young children.
- C. A teacher of young children in preprimary classrooms plans, design, and implement developmentally appropriate learning experiences. The teacher must understand:
1. the cognitive, social and emotional, physical, and creative development of preprimary-aged children and how children’s development and learning are integrated;
 2. the development of infants and toddlers and its effects on the learning and development of preprimary-aged children;
 3. how to establish and maintain physically and psychologically safe and healthy learning environments for preprimary-aged children that:
 - (a) acknowledge the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children’s development and learning;
 - (b) acknowledge the developmental consequences of stress and trauma, protective factors and resilience, and the development of mental health, and the importance of supportive relationships;
 - (c) acknowledge basic health, nutrition, and safety management practices for young children, including procedures regarding childhood illness and communicable disease;
 - (d) use appropriate health appraisal procedures, and how to recommend referrals to appropriate community health and social services when necessary; and
 - (e) recognize signs of emotional distress, child abuse, and neglect in young children and know responsibility and procedures for reporting known or suspected abuse or neglect to appropriate authorities.
 4. how to plan and implement appropriate curriculum and instructional practices based on developmental knowledge of individual pre-primary aged children, the community, and the curriculum goals and content including how to use:
 - (a) developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help children develop curiosity, solve problems, and make decisions; and
 - (b) knowledge of the sequence of development to create and implement meaningful, integrated learning experiences using children’s ideas, needs, interests, culture, and home experiences.
 5. strategies for assessing a preprimary-aged child’s emerging level of cognitive development and how to use this information to establish individual cognitive development goals and design developmentally appropriate learning experiences that:
 - (a) facilitate the acquisition of skills to acquire, organize, and use information in increasingly complex ways;
 - (b) create experiences that enable preprimary-aged children to use play as an organizer between the acquisition and use of information;

- (c) extend children’s thinking and learning and move them to higher levels of functioning;
 - (d) assist children to plan, evaluate, reflect on, revisit, and build on their own experiences;
 - (e) allow children to construct understanding or relationships among objects, people and events;
 - (f) encourage the use and construction of numeracy skills;
 - (g) encourage the development of language and communication skills;
 - (h) encourage the use and construction of literacy skills; and
 - (i) allow children to construct knowledge of the physical world, manipulate objects for desired effects, and understand cause-and-effect relationships;
6. strategies for assessing a preprimary-aged child’s emerging level of social and emotional development and how to use this information to establish individual social and emotional development goals and design developmentally appropriate learning experiences that:
 - (a) establish environments in which responsive and predictable interaction sequences occur;
 - (b) structure the classroom to promote positive and constructive interactions among children;
 - (c) promote healthy peer relationships;
 - (d) build in each child a sense of belonging, security, personal worth, and self-confidence toward learning;
 - (e) allow for the construction of social knowledge, such as cooperating, helping, negotiating, and talking with others to solve problems;
 - (f) facilitate the development of self-acceptance, self-control, and social responsiveness in children through the use of positive guidance techniques; and
 - (g) promote children’s understanding, acceptance, and appreciation of human differences due to social, cultural, physical, or developmental factors.
 7. strategies for assessing a preprimary-aged child’s emerging level of physical development and how to use this information to establish individual physical development goals and design developmentally appropriate learning experiences that:
 - (a) foster a positive attitude toward physical activity;
 - (b) enhance preprimary-aged children’s perceptual skills; balance and coordination; and flexibility, strength and endurance;
 - (c) support age-appropriate risk-taking within safe boundaries;
 - (d) assist children in becoming competent in acquiring basic gross and fine motor skills;
 - (e) facilitate children’s understanding of maintaining a desirable level of nutrition, health, fitness, and physical safety; and
 - (f) meet children’s physiological needs for activity, sensory stimulation, fresh air, rest, hygiene, and nourishment and elimination.
 8. strategies for assessing a kindergarten child’s emerging level of creative development and how to use this information to establish individual creative development goals and design developmentally appropriate learning experiences that:
 - (a) help children develop and sustain curiosity about the world including past, present, and future events, trends, relationships, and understandings;
 - (b) build children’s confidence, creativity, imagination, personal expression of thoughts and feelings, initiative, and persistence in task completion;
 - (c) encourage children to express ideas and feelings;
 - (d) provide children with opportunities to use materials in self-selected and self-directed ways;
 - (e) use open-ended activities to reinforce positive self-esteem and individuality among children; and
 - (f) promote shared problem solving, creativity, and conceptual integration among children
- E. A teacher of young children establishes and maintains positive, collaborative relationships with families. The teacher must understand that:
1. the need to respect families’ choices and goals for their children and the need to communicate with families about curriculum and their children’s progress;
 2. the need to be sensitive to differences in family structures and social and cultural backgrounds;
 3. theories of families and dynamics, roles, and relationships within families and between families and communities;

4. how to support families in assessing educational options and in making decisions related to child development and parenting; and
 5. how to link families with a range of family-oriented services based on identified resources, priorities, and concerns.
- F. A teacher of young children uses informal and formal assessment and evaluation strategies to plan and individualize curriculum and teaching practices. The teacher must understand:
1. observing, recording, assessing young children's development and learning and engage children in self-assessment;
 2. using information gained by observation of family dynamics and relationships to support the child's learning
 3. using assessment results to identify needs and learning styles and to plan appropriate programs, environments, and interactions; and
 4. developing and using formative and summative program evaluation instruments to enhance and maintain comprehensive program quality for children, families, and the community.
- G. A teacher of young children understands historical and contemporary development of early childhood education. The teacher must understand:
1. the multiple historical, philosophical, and social foundations of early childhood education and how these foundations influence current thought and practice; and
 2. the effects of societal conditions on children and families, and current issues and trends, legal issues, and legislation and other public policies affecting children, families, and programs for young children and the kindergarten profession.

TEACHER EDUCATION PROGRAMS OVERVIEW

The undergraduate teacher education programs at the University of Minnesota, Morris, are designed so that students can meet major and/or licensure requirements in the fields of elementary or secondary education. The specific licensure programs are included in Table One. Students who complete either program satisfactorily are eligible to apply for licensure under the standards established by the Minnesota Board of Teaching and the University of Minnesota, Morris.

General Education Programs

To graduate with a Bachelor of Arts degree from UMM, students choose from four-year curricula that lead to majors in 30 fields. Each curriculum includes courses meeting general education requirements and the requirements of their major. Approximately 60 credits of the 120 required for graduation, are devoted to the general education program. The three parts of the program, designed to foster a broad international framework are: First-Year Seminar with its focus on human diversity, Skills for Liberal Arts, and Expanding Perspectives. The general education program emphasizes intellectual growth and rigor, the traditional core subjects of a broad liberal education, and contemporary themes. Most students complete general education requirements during the first two years of the undergraduate program and confer with an assigned faculty adviser. At UMM, all advisors are faculty members who provide guidance to students in the selection of courses required to develop broad knowledge, communication skills, and thinking skills.

Content Area Studies

Majors at UMM are required for all graduates. Majors are coherent programs that offer students the opportunity to gain specialized knowledge within the liberal arts context. Both elementary and secondary education licensure programs require completion of a major. Successful elementary education candidates at UMM will obtain a major in elementary education along with a concentration of courses in a specialty area. Secondary education candidates must complete an approved UMM major usually in their field of licensure.

Professional Programs

Teacher Education programs at UMM are located in the Division of Education. Education courses in the Division allow students to pursue the study of education and its role in society, complete an elementary education major and licensure, obtain secondary school licensure in one or more of several liberal arts subjects, and/or prepare for continued graduate study in education. Programs leading to elementary and secondary school licensure are developed in cooperation with the faculty of the divisions of Humanities, Science and Mathematics, and Social Science as well as educators from public school systems. Programs are organized, implemented, and assessed according to the requirements and standards of the Minnesota Board of Teaching (BOT) and the National Council for the Accreditation of Teacher Education (NCATE). Teacher Education Program (TEP) faculty members monitor, through external and internal measures, the outcomes of general education, the major field of study, licensure requirements, professional studies, and clinical experiences.

Teacher education at UMM uses personalized instruction and opportunities for student teaching within and outside the United States to prepare teachers who can employ human, technological, and other resources in the effective instruction of diverse populations of learners. The program introduces prospective teachers to the teaching profession and prepares them to demonstrate:

- 1) *knowledge* of themselves and of learners, liberal arts disciplines, diverse social organizations and societies including non-Western cultures, human growth and development, communication and language, problem solving, and effective teaching and learning;
- 2) *skill* in all aspects of the teaching act including setting objectives, choosing materials and instructional activities, teaching, and evaluation of self, the teaching process, and the outcomes of learning;
- 3) *dispositions* associated with effective teaching and the assessment of oneself in relation to learners and learning; and
- 4) *leadership* when confronting educational issues.

Clinical experiences are developmental in that they are designed to permit gradual induction into teaching and experiences with students at different grade levels and in diverse settings. Satisfactory completion of coursework and field experiences is required before candidates are granted approval for student teaching. Student teaching may be completed in any one of the UMM student teaching centers including centers in Minnesota, Chicago, IL, El Paso, TX, and international settings through Global Student Teaching (GST). Following successful completion of student teaching, all students participate in a final professional development course. In this final course, elementary and secondary candidates are joined to collaborate, share, and learn about themselves as professional educators. They prepare their final portfolio and give a senior presentation in which they share their philosophy of education. Satisfactory attainment of all objectives of the teacher education program leads to a Bachelor of Arts degree, and at the recommendation of faculty members and the chair of the Division of Education, approval for licensure in the state of Minnesota.

Elementary Education Program

The Elementary Education discipline is in the Division of Education. A separate admissions process must be completed and admission granted before students can enroll in this program. During fall semester of the sophomore year, students are expected to attend an application meeting to begin the application process. Applications must be submitted to the Elementary Education Admissions Committee by the end of the first week of spring semester for entry to the program fall semester of the junior year. Enrollment in the major is limited. The decision to admit is made during spring semester, before fall registration. The elementary education course sequence begins in fall semester.

Students transferring from another school must be admitted to UMM before admission to the elementary major can be offered. It is recommended that these students seek academic planning advice from a member of the elementary education faculty before the semester in which admission to the program is sought. (See Admission and Application Sections).

After being admitted to the Elementary Education Program, students may register for elementary education courses. Courses fall semester of the junior year include EIED 3101 Teaching and Learning Strategies, EIED 3102 Reading in the Elementary School, EIED 3101 Mathematics in the Elementary School, and EIED 3111 Practicum I. Students may enroll in one or more other courses to fill out their fall schedule. Spring semester of the junior year, elementary education students enroll in either EIED 3201 Preprimary Theory and Pedagogy and EIED 3211 Preprimary Practicum II, or EIED 3202 Middle Level Theory, EIED 3212 Middle Level Practicum II, and the appropriate Middle Level Methods course (EngE 4122, MthE 4122, SciE 4122, SScE 4122, or LanE 4123-taken fall semester of their senior year). Students enroll in other courses to fulfill UMM major and/or minor and licensure requirements. The senior year in elementary education is a professional development year. Field experiences in the schools require that students enroll exclusively in elementary education courses.

ELEMENTARY EDUCATION PROGRAM PLANNING WORKSHEET

Name _____

Fall		Semester I	
Disc	#	Title	Cr

Spring		Semester II	
Disc	#	Title	Cr

May/Summer Term			
Disc	#	Title	Cr

Fall		Semester I	
Disc	#	Title	Cr

Spring		Semester II	
Disc	#	Title	Cr
APPLICATION MATERIALS DUE			
INTERVIEWS			

May/Summer Term			
Disc	#	Title	Cr

Fall		Semester I	
Disc	#	Title	Cr
EIEd	3101	Teaching & Learning Strategies	4
EIEd	3102	Literacy/Lang Inst in Elem.School	4
EIEd	3103	Math in Elem.School	3
EIEd	3111	Practicum I	1

Spring		Semester II	
Disc	#	Title	Cr
EIEd	3201	Preprimary Theory & Pedagogy	3
EIEd	3211	Practicum II: Preprimary	1
OR			
EIEd	3202	Middle Level Theory	2
EIEd	3212	Practicum II: Middle Level	1
xxxE	4122	Middle Level Methods****	1

May/Summer Term			
Disc	#	Title	Cr

Fall		Semester I	
Disc	#	Title	Cr
EIEd	4101	Strategies for Inclusive Schooling	2
EIEd	4102	Social Studies in Elem.School	2
EIEd	4103	Science in Elem.School	2
EIEd	4104	Lang Arts/Literature in Elem.School	3
EIEd	4107	Health/PE in Elem.School	1
EIEd	4111	Practicum III	2
EIEd	4112	Practicum IV	1

Spring		Semester II	
Disc	#	Title	Cr
EIEd	4201	Directed Student Teaching	10
EIEd	4901	Teacher & Professional Development	2

May/Summer Term			
Disc	#	Title	Cr

Please fill in a complete schedule for the remainder of your schooling at UMM. Include all requirements in Major/Minor, Teacher Education, and any requirements needed to graduate. Take a current APAS and be sure all negative categories are included in your scheduling. RETURN TO PAT NELSON (in the Division of Education Office) with all your application materials.

**** Choose from: EngE 4122 or MthE 4122 or SciE 4122 or SScE 4122 in the Spring.
LanE 4123 (for speciality in world language) must be taken in Senior year Fall semester.

PRE-REQUISITES: Ed 2101 and Ed 2111*
Psy 1061

* Beginning Fall 2005 Ed 2101 has Ed 2111 as a co-requisite

Name _____

ELEMENTARY EDUCATION COURSE REQUIREMENTS AND CHOICES

Revised 06/05 Form 7-1

General Education Requirements (60cr)

The First Year Seminar (waived for transfer students)

Skills for Liberal Arts

CW English 1011 College Writing

FL Foreign Language

M/SR Mathematical/Symbolic Reasoning

ArtP Artistic Performance

Expanding Perspectives (8 courses)

FA Fine Arts

Hist Historical Perspectives

SS Human Behavior, Social Processes
and Institutions

Hum Communication, Language, Literature,
and Philosophy

Sci Physical and Biological Sciences
(with or without lab)

Sci-L Physical and Biological Sciences
(with lab)

The Global Village - choose 2 from different areas:

HDiv Human Diversity (student teaching)

Envt People and the Environment

IP International Perspective
(overseas student teaching)

E/CR Ethical and Civic Responsibility

Course Term/Year

Elementary Licensure K-6 Requirements

Communication and Language Arts

1. College Writing (1 course)

2. Foreign Language (2 courses)

3. Speech any 1xxx or above (1052 recommended)

4. English any 11xx level or above
(in addition to college writing)

Mathematics (2 courses)

1. Choose one: Stat 1601, 2601, or 2611

2. Math: any 1xxx level or above

Visual and Performing Arts

Choose two from two different disciplines:

Studio Art or Art History

(ArtS 1050 or 1070 or ArtH 1101 recommended)

Music (1041 or 1042 recommended)

Theater (1101 or 2111 recommended)

Dance

Social Studies

Choose two from two different disciplines:

Anthropology (1111 recommended)

Economics (1111, 1112 recommended)

Political Science (1201 recommended)

History (1301 recommended)

Sociology (1101 recommended)

Geography (2001 recommended)

Science

Choose two courses from 2 areas, at least 1 with lab:

Physics

Geology

Biology

Chemistry

Drugs and Human Behavior

Psy 1081 - Drugs and Human Behavior

Course Term/Year

Courses that meet general education requirements *might* also meet licensure requirements. Please see your education advisor for help with course selection.

Name _____

ELEMENTARY EDUCATION COURSE REQUIREMENTS AND CHOICES

Revised 06/05 Form 7-2

Courses for major and Licensure

Courses Selected

Specialty Area for Licensure (minimum 20 credits)

Courses Selected

Prerequisites

Course Term/Year

Middle Level Communication Specialty (Grades 5-8)

Course Term/Year

Psy 1061 Intro to Child & Adol. Devel.
OR Psy 3401 & Psy 3402
Ed 2101 Foundations & Issues in Education
Ed 2111 Tutor-Aide Practicum

Speech: any 1xxx or above
Choose TWO from: any Eng. 11xx or above
(not College Writing)
Choose ONE from: any Eng 2xxx or above
(Engl 3021 or Ed 2201 recommended)

Fall of First Year in Program

EIEd 3101 Teaching & Learning Strategies
EIEd 3102 Literacy/Lang Inst in Elem. School
EIEd 3101 Math in Elem. School
EIEd 3111 Practicum I

EIEd 3202 Middle Level Theory & Pedagogy (2)
EIEd 3212 Practicum II: Middle Level (1)
EngE 4122 Comm.Arts/Lit. Methods (1)

Spring of First Year in Program

EIEd 3201 Preprimary Theory & Pedagogy
EIEd 3211 Practicum II: Preprimary
OR

Middle Level Math Specialty (Grades 5-8)
Stat 1601, 2601, or 2611
Choose THREE from:
Math any 1xxx level or above

EIEd 3202 Middle Level Theory
EIEd 3212 Practicum II: Middle Level
Middle Level Content Area Methods

EIEd 3202 Middle Level Theory & Pedagogy (2)
EIEd 3212 Practicum II: Middle Level (1)
MthE 4122 Mathematics Methods (1)

Fall of Second Year in Program

EIEd 4101 Strategies for Inclusive Schooling
EIEd 4102 Social Studies in Elem. School
EIEd 4103 Science in Elem. School
EIEd 4104 Lang Arts/Literature in Elem. School
EIEd 4107 Health/PE in Elem. School
EIEd 4111 Practicum III
EIEd 4112 Practicum IV

Middle Level Social Studies Specialty (Grades 5-8)
History: any 1xxx level or above
Anthropology: any 1xxx level or above
Choose TWO from two different areas:
Geography, Economics, Political Science, Sociology
EIEd 3202 Middle Level Theory & Pedagogy (2)
EIEd 3212 Practicum II: Middle Level (1)
SSc 4122 Social Studies Methods (1)

Spring of Second Year in Program

EIEd 4201 Directed Student Teaching
EIEd 4901 Teacher & Professional Development

Middle Level Science Specialty (Grades 5-8)
Choose ONE: Biology any 1xxx level or above
Choose ONE: Geology any 1xxx level or above
Choose ONE: Chemistry any 1xxx level or above
EIEd 3202 Middle Level Theory & Pedagogy (2)
EIEd 3212 Practicum II: Middle Level (1)
SciE 4122 Science Methods (1)

Specialty Area for Licensure (minimum 20 credits)

Courses Selected

Preprimary Specialty (Ages 3 to Grade 3)

Course Term/Year

Psy 1061
Choose THREE from: Psy 3111, Psy 3112,
Psy 3302, Psy 3313, Psy 3401, Psy 3501,
Soc 1101, Soc 3402, or Th 2111

Middle Level World Languages Specialty (Grades K-8)

EIEd 3201 Preprimary Theory & Pedagogy (3)

EIEd 3211 Practicum II: Preprimary (1)

German K-12 (See SeEd license area requirements)
Spanish K-12 (See SeEd license area requirements)
EIEd 3202 Middle Level Theory & Pedagogy (2)
EIEd 3212 Practicum II: Middle Level (1)
LanE 4123 Foreign Language Methods (4)
SeEd 4202 Directed Student Teaching (5)

FIELD EXPERIENCES

The UMM Elementary Education Program is committed to providing clinical experiences that reflect our conceptual framework. The field experiences allow the knowledge and theory studied in coursework to be implemented and analyzed in practice. Candidates are expected to explore and analyze instructional technology and student diversity in every setting. They are expected to build leadership skills as they build relationships with their cooperating teachers, other school personnel, community members, and students. In this way, the clinical experiences match the characteristics of the program. They are developmental and constructive, with increased expectations and opportunities for personal growth in understanding as candidates progress through the program. They are reflective and integrative with key program components explored, analyzed and extended in each setting. They are collaborative both in the sense the University and school personnel work to plan, implement, and assess candidate experiences as well as in the expectations of collaboration for the candidates themselves. Finally, they are standards based. The Minnesota Standards of Effective Practice (SEP) are addressed in each experience. Assignments and final assessments are based on the standards.

The integration of clinical experience with University coursework has been a goal and action of the UMM Elementary Education Program for decades. In the UMM Elementary Education Program, any time candidates take a course, they also participate in a practicum. This blending of theory and practice supports our students as they grow toward being effective beginning teachers.

Description of Field Experiences

Field experiences are planned and implemented by the elementary faculty who work closely with school personnel to provide candidates with meaningful, appropriate experiences.

The experiences begin with the prerequisite course *Foundations and Issues in Education* and give students interested in education the opportunity to explore a career in teaching. They are expected to make connections between what they see in the classroom and the issues and ideas that we discuss in class. Reflection and analysis are major goals of the course as we help students look at classrooms from a teacher's—rather than student's—perspective.

Clinical experiences are chosen and assigned to allow students to work with diverse populations. Multiple experiences allow students to work with a variety of students in a variety of schools. Candidates choose from required or open placements to best gain a breadth of experiences. Most candidates work in small and large schools and in rural and suburban schools. All complete at least one field experience in a cross-cultural setting. Elementary candidates complete practicum experiences and student teaching in a variety of grade levels representing the scope of their licensure.

Elementary candidates complete four field experiences (totaling approximately 150 hours in classrooms) prior to student teaching. In each experience, they apply the topics, knowledge, and strategies studied in the concurrent courses. The expectations are developmental and increase with each experience. For example, in the first practicum once they are enrolled in the program, the students plan, implement, and evaluate a mini-unit. In the second practicum, they plan and teach an extensive unit (preprimary) or complete an in-depth curriculum analysis (middle level). Their performance is judged at a higher level. Though performance expectations and depth of assignments increase as the candidates develop, certain aspects of the experience are consistent. Students are expected to keep a reflective/analytical journal, observe students, interview and collaborate with teachers and other professionals, teach lessons or in some way work with students. Following the Teacher Education integrative model, candidates also are expected to explore instructional technology and student diversity present in every clinical experience. In addition, the candidates observe students, build relationships with cooperating teachers, plan and teach lessons, explore and analyze instructional technology and student diversity.

Student teaching is the capstone clinical experience for our candidates. Student teaching may be completed in any of the UMM student teaching centers. In Minnesota, candidates can select placement in Alexandria, Cyrus,

Fergus Falls, Morris, Browns Valley, Osseo, and Willmar Districts. Placements are also available in Chicago, IL, El Paso, TX, and the Tiospa Zina Tribal School in Agency Village, SD. Our Global Student Teaching program (GST) offers a variety of international placements. University supervision in all student teaching placements is provided either by UMM elementary education faculty or by district personnel who work closely with us. UMM faculty members have visited all student teaching locations and adjunct supervisors have all visited UMM to discuss and evaluate the program. Student teachers complete eleven weeks of student teaching—usually in one placement—where they demonstrate competencies necessary for effective teaching. UMM Program Handbooks explain assignments and expectations. Candidates are observed formally by cooperating teachers and University supervisors (a minimum of four times each). Requirements for student teaching include maintenance of GPA, completion of required education courses, and recommendations by faculty members both in teacher education and in the candidates' majors.

STUDENT TEACHING CENTER SCHOOLS

To better prepare our elementary education students to meet the needs of all elementary students in schools today, UMM requires that students complete field experiences in a variety of settings and with diverse student populations. UMM elementary education students may choose from Student Teaching Centers in rural, suburban, and urban settings that enroll children from diverse cultures, ethnicities, and socioeconomic levels. The following describes the UMM Student Teaching Centers.

Regional Student Teaching Centers

UMM Regional Student Teaching Centers range from small schools in rural areas to mid-size schools in small towns. In addition to student teaching, most students complete a field experience in one or more of these Centers. The Regional Student Teaching Centers include (the statistics listed are from the 2001-02 year):

- Alexandria School District, Alexandria, MN
 - Approximately 4,000 students
 - Ethnicity—99% White
 - Low SES—24%
 - Elementary Schools
 - ✓ Carlos – located about 10 miles North of Alexandria in Carlos, MN
 - ✓ Garfield—located about 10 miles West of Alexandria in Garfield, MN
 - ✓ Miltona Science Magnet—located 15 miles North of Alexandria in Miltona, MN
 - ✓ Lincoln—1120 Lark Street
 - ✓ Voyager—203 County Road 44 NW
 - ✓ Washington—515 Jefferson Street
 - Discovery Middle School—510 North McKay
 - Jefferson Senior High School—1401 Jefferson Street
- Cyrus Math, Science, and Technology Elementary School, Cyrus, MN
 - Approximately 85 students
 - Ethnicity—99% White
 - Low SES—25%
 - Focus on small class size, multiage groupings, and integrated curriculum
- Fergus Falls School District, Fergus Falls, MN
 - Approximately 3100 students
 - Ethnicity—93% White
 - Low SES—17%
 - Elementary Schools
 - ✓ Adams—310 Bancroft Avenue West
 - ✓ Cleveland—919 Northern Avenue North
 - ✓ Eisenhower—805 Channing
 - ✓ McKinley—724 Laurel Avenue West
 - Fergus Falls Middle School—601 Randolph Avenue East
 - Fergus Falls Senior High School—518 Friberg Avenue North
- Morris Area School District, Morris, MN
 - Approximately 700 students
 - Ethnicity—95% White
 - Low SES—17%
 - Morris Area Elementary School—600 Columbia Avenue
 - Morris Area Secondary School—201 South Columbia Avenue

- Willmar School District, Willmar, MN
 - Approximately 4400 students
 - Ethnicity—80% White—20% Hispanic
 - Low SES—39%
 - Elementary Schools
 - ✓ Jefferson—120 West Monogalia Avenue SW
 - ✓ Kennedy—824 7th Street
 - ✓ Lafayette—1112 Lake Avenue
 - ✓ Lincoln—511 Juli Street
 - ✓ Roosevelt—1800 SW 19th Avenue
 - Willmar Junior High—210 East Willmar Avenue
 - Willmar Senior High 2701 30th Street NE

Non Regional Student Teaching Centers

Non Regional Student Teaching Centers offer elementary teacher education students the opportunity for a variety of experiences. In addition to ethnic and cultural diversity, the students may experience large urban and suburban schools. Placements have been made in the following schools.

- Chicago School District, Chicago, IL
 - Urban School District with diverse populations
 - Approximately 408,000 students
 - 478 elementary schools, 75 secondary schools
 - Ethnicity—55% Black, 30% Hispanic, 11% White, 3.2% Asian and Pacific Islander, 0.2% American Indian
 - Low SES—79%
 - LEP—14%
 - ✓ McCosh Elementary School
Approximately 1000 students
Ethnicity—100% Black
 - ✓ Blaine Elementary School
Approximately 600 students
Ethnicity—Multicultural
 - ✓ Eli Whitney Elementary School
Approximately 1200 students
Ethnicity—100% Hispanic
- Ysleta School District, El Paso, TX
 - Urban School District with diverse populations
 - Approximately 50,000 students
 - 32 elementary schools, 10 middle schools, 7 high schools
 - Ethnicity—81% Hispanic, 15% White, 4% Other
 - ✓ Scotsdale Elementary School—2901 McRae Blvd
- Tiospa Zina Tribal School, Agency Village, SD
 - Approximately 500 students
 - Grades K-12
 - Ethnicity—100% Native American Dakota
- Browns Valley, MN
 - Approximately 150 students
 - Grades K-12
 - Ethnicity—35% American Indian

- Osseo School District, Osseo, MN
 - Suburban School District with diverse populations
 - Approximately 22,000 students
 - 20 elementary schools, 5 junior high schools, 3 senior high schools
 - Ethnicity—75% White, 13% Black, 9 % Asian/Pacific Islander, 2% Hispanic, 1% American Indian
 - Students are placed in Brooklyn Park and Brooklyn Center schools that have populations with ethnic and cultural diversity

Global Student Teaching Program

The Global Student Teaching Program (GST) offers prospective teachers the opportunity to complete student teaching requirements in several regions of the world. GST expands the range of student teaching options and offers a unique opportunity for prospective teachers to develop their teaching abilities and expand their cultural awareness.

GST placements have been made in Australia, Cameroon, Czech Republic, India, Lithuania, New Zealand, Russia, and Zimbabwe. Placements in several other locations, including Western Europe and South America, are available.

Summary of Practicum Experiences

Course	Ed 2111 Foundation & Issues in Ed	EIEd 3111 Practicum I:Field Experience in the Elem Classroom	EIEd 3211/3212 Practicum II:Field Experience in the Preprimary or Middle Level Setting	EIEd 4111 Practicum III:Beginning Student Teaching	EIEd 4112 Practicum IV:Experience in the Elementary School	EIEd 4201/4202/4204 Directed Student Teaching
Experience Type	All age levels and subjects	K-6	PreK-K or Grade 7-8	K-6	K-6	K-6/7-12
Duration, Frequency, and Approximate Dates	30 hours total field experience in addition to classroom instruction; Fall or Spring Semester	40 hours total field exp.; Fall Semester	40 hours total in specialty area; Spring Semester	Teacher Workshop days and 1st three weeks of school	One week full-time experience in classroom	11 weeks full-time
Stage in Education Program	May be interested in Ed program (Sophomore Yr)	First semester admitted in program, concurrent with Teaching & Learning course, Reading & Math Methods Courses (Junior Yr)	One semester of EIEd courses completed, concurrent with either pre-primary or middle-level theory course (Junior Yr)	Two semesters of EIEd courses completed (Senior Yr)	In 3rd semester EIEd courses, concurrent w/Special Ed course & methods courses in lang. arts/lit., science, social studies, health & PE (Senior Yr)	Final field experience of 11 weeks, one 2-week Ed course required for graduation
Knowledge Base	History, philosophy, & purposes of education. Issues & trends.	Math & reading theory & methods, learning theory, basics of C & I management, multicultural education, & technology	Child & adolescent development, appropriate curriculum, content area standards	Professional ethics and collaboration, pedagogy	Content area standards, methods, & assessments, special ed.	SEP-complete
Expectations of Candidates	Observe, work w/individuals or small groups of students, help teachers as requested	Observe, tutor, & teach at least three lessons, develop & implement discipline model, reflective journal	Assist & observe, plan & teach three lessons, reflective journal	Participate in preparation of activities & meetings, assist in mgmt & instruction, observe & keep journal, analyze school community	Teach lessons in a variety of content areas using a variety of strategies, assist, observe	Assume full professional responsibilities of teaching (minimum of two weeks in charge)
Expectation of Cooperating Teacher	Model, provide tasks, complete evaluation	Model, observe, provide feedback, evaluate	Model, observe, provide feedback, evaluate	Model, observe, provide feedback, evaluate	Model, observe, provide feedback, evaluate	Model, observe, provide feedback, evaluate, assist candidate in assuming full range of professional responsibility

PROFESSIONAL BEHAVIOR FIELD EXPERIENCES

Attitude

- Be enthusiastic
- Be willing to do extra work
- Take initiative
- Ask questions, communicate

Behavior

- Comments about children are treated as confidential information
- Exchanges with cooperating teacher, building principal, parents and university supervisor are to be maintained at a professional level.
- Use tact
- Be polite

Dress

- Plan to dress a notch above what you imagine a teacher should ideally wear.
- Dressing in an adult manner will help you think like a teacher rather than a student.

Respect

- Display fairness and firmness in a warm manner with all students—don't try to be the students' pal.
- Graciously accept constructive criticism—if you are not given suggestions for growth, you are not learning.
- Openly discuss your strengths and weaknesses with your university supervisor and your cooperating teacher.
- Good teachers learn something new every day, no matter how many years they may have taught.

Responsibility

- Call your cooperating teacher and university supervisor if you are unable to go to your practicum setting at the appointed time.
- Make up the time you missed—be sure the time is agreeable to your cooperating teacher.
- If you miss, be sure to return any teaching materials that the cooperating teacher needs for that day.
- Return all borrowed materials at the conclusion of the practicum.
- If you are teaching a lesson, be prepared. Have lesson plan completed before the day you teach it so the cooperating teacher can look it over. Be sure you have all the materials you need for the lesson gathered and ready to go.

Remember that you are being evaluated as a potential teacher.

ELED 3111 PRACTICUM I: FIELD EXPERIENCE IN THE ELEMENTARY CLASSROOM

Course Overview

In ELED 3111, students extend and apply information and skills learned in other ELED courses. Students will spend a minimum of 40 hours in an elementary classroom where they will observe, teach, and assist their cooperating teachers. The class will meet weekly on the UMM campus.

Course Goals

- 1. Develop skills of observation and reflective analysis in a classroom setting.
- 2. Understand and analyze progress toward Minnesota Standards of Effective Practice.
- 3. Articulate and reflect on connections between theory and practice.
- 4. Gain knowledge of how to function in various settings for elementary education.
- 5. Perform a wide range of teaching duties and responsibilities including instruction and assessment.
- 6. Gain awareness of conflicting priorities, uncertainties, and perspective differences—and the contexts within which these arise.

Placement Options

These placement options will vary each year and they may include:

- | | |
|---|---|
| <input type="checkbox"/> Cyrus Math Science & Tech School | <input type="checkbox"/> Hancock |
| <input type="checkbox"/> Starbuck | <input type="checkbox"/> Benson |
| <input type="checkbox"/> Glenwood | <input type="checkbox"/> Kerkhoven-Murdock-Sundberg |
| <input type="checkbox"/> Villard | <input type="checkbox"/> Willmar (fulfills diversity requirement) |
| <input type="checkbox"/> Kensington | <input type="checkbox"/> Herman-Norcross |
| <input type="checkbox"/> Elbow Lake | <input type="checkbox"/> Fergus Falls |
| <input type="checkbox"/> Alexandria | <input type="checkbox"/> Tiospa Zina (fulfills diversity requirement) |
| <input type="checkbox"/> Appleton | <input type="checkbox"/> Morris |
| <input type="checkbox"/> St. Mary's (Morris) | |

**ELED 3111 PRACTICUM I: FIELD EXPERIENCE IN THE ELEMENTARY CLASSROOM
COOPERATING TEACHER EVALUATION**

Student Name _____ Dates/Hours of Practicum _____

Please check the boxes that most accurately describe the above education student.

Qualities	Less than Adequate	Adequate	Thorough	Exceptional	Have Not Observed
Knowledge of Subject Matter					
Attention to Student Learning					
Ability To Work with Diverse Learners					
Lesson Planning					
Lesson Implementation					
Assessment of Students During/After Lessons					
Written and Oral Communication					
Discipline					
Professionalism and Initiative					
Overall Potential for Success					

Please elaborate on the above characteristics:

Signature _____ Date _____

Professional Title _____ Telephone _____

Address _____

ELED 3211 PRACTICUM II: FIELD EXPERIENCES IN A PREPRIMARY SETTING

Course Description

This course will provide students the opportunity to link the theory and pedagogy of the university classroom to the practice in a preprimary setting. Students will spend a minimum of 40 hours in a preprimary or kindergarten setting where they will observe, teach, and assist their cooperating teachers.

Course Goals

Students will:

1. Apply the knowledge and skills acquired in ELED 3201 Preprimary Theory and Pedagogy in a preprimary setting.
2. Explore the role of a preprimary teacher and begin to identify with that role.
3. Develop an understanding of preprimary children's developmental level and how they learn most effectively.
4. Plan, design, and implement effective experiences for preprimary children taking into consideration each individual child, their family, and the community.
5. Model appropriate and effective guidance techniques for preprimary children.
6. Observe, record, and assess children's development and learning and use the assessment results to plan appropriate programs, environments, and interactions.
7. Establish and maintain positive, collaborative relationships with families.
8. Assume professional responsibilities in peer-group settings.

Placement Options

These placement options will vary each year and they may include:

_____ Alexandria Head Start	_____ Alexandria Kindergarten
_____ Appleton Head Start	_____ Appleton Kindergarten
_____ Benson Head Start	_____ Benson Kindergarten
_____ Glenwood Head Start	_____ Fergus Falls Kindergarten
_____ Morris Head Start	_____ Glenwood Kindergarten
_____ Country Day Nursery, Morris	_____ Morris Kindergarten
_____ Other _____	

**ELED 3211 PRACTICUM II: FIELD EXPERIENCE IN A PREPRIMARY SETTING
COOPERATING TEACHER EVALUATION**

Practicum Student _____ Total Hours in Attendance _____
Cooperating Teacher _____ Preprimary Program/Location _____

Directions: Based on your experience with this student, please rate her/his performance using the following rating scale.

	Not Observed N/O	Rarely Demonstrated 1	Occasionally Demonstrated 2	Sometimes Demonstrated 3	Frequently Demonstrated 4	Consistently Demonstrated 5
1. Conferred with you to determine your expectations	N/O	1	2	3	4	5
2. Communicated effectively (oral and written)	N/O	1	2	3	4	5
3. Demonstrated an understanding of the physical, cognitive, social and emotional development of preprimary children	N/O	1	2	3	4	5
4. Facilitated the development of self-acceptance, self-control, and social responsiveness in children through the use of positive guidance techniques	N/O	1	2	3	4	5
5. Planned and implemented developmentally appropriate curriculum and instructional practices	N/O	1	2	3	4	5
6. Promoted children's understanding, acceptance, and appreciation of human differences due to social, cultural, physical, or developmental factors	N/O	1	2	3	4	5
7. Observed, recorded, and assessed children's development and learning and used the assessment results to plan appropriate programs, environments, and interactions	N/O	1	2	3	4	5
8. Established and maintained positive, collaborative relationships with families	N/O	1	2	3	4	5
9. Demonstrated professionalism (e.g. on time, lessons prepared, collaboration with other professionals)	N/O	1	2	3	4	5
10. Displayed individual initiative (e.g., volunteers, finds things to do without supervision; initiates conversation and asks for feedback from various sources)	N/O	1	2	3	4	5

Please include comments on the back of this evaluation form:

Signature _____ Date _____

ELED 3212 PRACTICUM II: FIELD EXPERIENCES IN A MIDDLE LEVEL SETTING

Course Description

This course will provide students the opportunity to link the theory and pedagogy of the university classroom to the practice in a middle level. Students will spend a minimum of 40 hours in a Grade 5 to Grade 8 (grades 7-8 preferred) where they will observe, teach, and assist cooperating teachers.

Course Goals

Students will:

1. Use knowledge of adolescent development and learning theory to plan and successfully teach lessons to middle level students (Standards for Effective Practice 1- 9).
2. Describe the roles of parents, teachers, schools, and others in providing appropriate support for middle level students. (Standards of Effective Practice 2,3,5,9, and 10)
3. Study models of classroom discipline and management to develop, describe, and successfully use a personal discipline model appropriate for middle level students (Standards 2, 3, 5, 6, 9).
4. Describe and analyze key concepts and issues of middle level education (Standards 2, 4, 6)
5. Analyze the principles, concepts, and processes of middle-level curriculum in your specialty area (Specialty Standards 4)
6. Observe, interview, and work with middle-level students and teachers in a classroom setting.

Placement Options

This practicum is designed to allow substantial flexibility in both scheduling and placement opportunities. Most practicum students will follow a detailed self-placement procedure with support from the teacher education office and faculty. Once students have arranged placements, they will work with their cooperating teachers to determine the best schedule and set of activities to meet their needs. Depending on the needs of the cooperating teachers and the students, they may plan to have two intense weeks of practicum or several hours a week for several weeks.

**ELED 3212 PRACTICUM II: FIELD EXPERIENCE IN A MIDDLE LEVEL SETTING
COOPERATING TEACHER EVALUATION**

Practicum Student _____ Total Hours in Attendance _____

Cooperating Teacher _____ Grade/Subject/School _____

Directions: Based on your experience with this student, please rate her/his performance using the following rating scale.

Not Observed N/O	Rarely Demonstrated 1	Occasionally Demonstrated 2	Sometimes Demonstrated 3	Frequently Demonstrated 4	Consistently Demonstrated 5	
1. Conferred with you to determine your expectations	N/O	1	2	3	4	5
2. Communicated effectively (oral and written)	N/O	1	2	3	4	5
3. Demonstrated an understanding of the physical, cognitive, social and emotional development of middle level students	N/O	1	2	3	4	5
4. Demonstrated an understanding of the subject matter and curriculum needed your grade level and assignment	N/O	1	2	3	4	5
5. Planned and implemented developmentally appropriate curriculum and instructional practices (if possible)	N/O	1	2	3	4	5
6. Established a positive rapport with middle level students	N/O	1	2	3	4	5
7. Asked appropriate questions and sought to improve understanding and skill	N/O	1	2	3	4	5
8. Established and maintained positive, collaborative relationships with families (if possible)	N/O	1	2	3	4	5
9. Demonstrated professionalism (e.g. on time, lessons prepared, collaboration with other professionals)	N/O	1	2	3	4	5
10. Displayed individual initiative (e.g., volunteers, finds things to do without supervision; initiates conversation and asks for feedback from various sources)	N/O	1	2	3	4	5

Please include comments on the back of this evaluation form:

Signature _____

Date _____

ELED 4111 PRACTICUM III: BEGINNING STUDENT TEACHING REQUIREMENTS

Purpose

ELED 4111, Practicum III: Beginning Student Teaching, is designed to provide you with opportunities to increase your understanding of the duties and responsibilities of teachers during the first weeks of school and to introduce you to the classes in which most of you will complete your student teaching assignments. Use it as a time for observation, reflection, applying what you have learned, and exploring the many dimensions of teaching at the elementary school level.

Procedure

You are expected to report to your school on the first day of fall workshop. This date may be prior to the first day of fall semester. The workshop days differ from one school district to another, so be sure you know when and where you are expected. Call the school and confirm with a secretary if you are in doubt. Though most of the teachers will be dressed very casually, we suggest you dress only somewhat casually for the first day.

When you arrive at the school on the first workshop day, stop at the main office and introduce yourself. If the principal is available, introduce yourself and thank her/him for the opportunity to complete the Beginning Student Teaching and/or Student Teaching in the school. Ask for help in locating your cooperating teacher. Again, thank the supervising teacher for her/his time and assistance.

Checklist of Assignments

The following requirements will form the basis for debriefing activities at the beginning of your fall semester courses, support methods instruction during the semester, and provide evidence for inclusion in your portfolio at the end of the semester.

- ____ 1. Attend workshops or inservice activities.
- ____ 2. Follow the schedule of the teachers in the school, arriving at the time required and not leaving before the end of the school day.
- ____ 3. Assist the cooperating teacher(s) in the preparation for the school year. These may include creating bulletin boards, duplicating, making name cards, setting up displays, organizing books, setting up centers, filling out forms, gathering books for a classroom reading center.
- ____ 4. Take an active and enthusiastic role in the classroom.
- ____ 5. Interact with students professionally.
- ____ 6. Confer with cooperating teacher(s) to determine their expectations of you and the possibility of your teaching one or more lessons
- ____ 7. Apply principles of lesson planning and classroom management that have been developed throughout the first phase of the teacher education program. If you have the opportunity to teach a planned lesson, use any of the models introduced during the first phase of the program. Follow one of the lesson plan formats provided to you in Teaching and Learning Strategies. Be sure to include clear objectives and assessment. (Lesson plans for reading aloud and spelling tests are not required. Spur-of-the-moment requests still require a written lesson plan.)
- ____ 8. Review and discuss school resources and services. Examine teacher manuals and district curriculum guides (including Graduation Standards and Performance Assessment) to determine topics and grade-related objectives and concepts and skills to be developed. Visit the library or media center to determine resources that are available for units or lessons that you may teach during your student teaching.
- ____ 9. Write observations and reflections in your journal daily. (See attached questions to guide your written responses.)

Your journal is due the first day of class fall semester.

At the conclusion of the experience, ask the supervising teacher to complete the evaluation and give it to you or mail it to UMM's Education Division. If you are responsible for delivering it to UMM, please turn it in to Pat Nelson.

ELED 4111 PRACTICUM III: BEGINNING STUDENT TEACHING OBSERVATION AND RELECTION JOURNAL

During the first weeks of the Beginning Student Teaching, you will have many opportunities to record your observations and your impressions of the duties and responsibilities of the classroom teacher in preparing for the first weeks of school. The following categories and questions are intended to sharpen your perception. Your written responses to each of the questions, at each grade level, will give you a record that will provide you with the background needed to prepare for student teaching spring semester.

Classroom Management and Discipline

1. How are classroom rules established?
2. What procedures are followed for taking attendance, for greeting visitors, for treating a student who is ill or disruptive, for sharpening pencils, and leaving the room?
3. How are materials distributed and collected?
4. How are classroom responsibilities assigned?
5. What procedures are established for responding to fire/tornado drills and other emergencies?
6. If teacher aids or special educators work with children, what do they do?
7. If children are grouped for instruction, what seems to be the purpose of the grouping?

Learners

1. How many students are in the class? How would you describe the “mix”, i.e., number of boys, girls, children with special needs, and ethnic groups? Is there evidence of different socioeconomic levels? How would you describe their interaction? Are there children whose primary language is not English?
2. How would you describe the cognitive, social, academic, and physical development of the children in relation to what you have learned about development at this stage?

Teaching

1. What are some objectives of one or more lessons that you observed and what evidence showed that they were achieved?
2. How would you describe the variation in lessons? Direct? Inductive? Student-directed? Teacher-directed? Cooperative learning groups?
3. How would you categorize the kinds of questions used during instruction and their appropriateness?
4. How does the teacher manage a child who is disruptive or inattentive when he/she is teaching?
5. How does the teacher capture the attention of the class?
6. Describe the interaction between the teacher and the children in the class. In what ways does he/she: make children feel special; provide feedback that supports learning; make children feel welcome in the classroom?

Materials

1. Identify the various materials introduced or used by the teacher during the first weeks of school and how they were used.
2. What evidence is there of concern for the selection of materials that are gender-fair, disability-sensitive, and multicultural?
3. Where are materials stored for use?
4. If there are learning centers, what materials are included in them? When are they used and by whom?

Community

1. Who goes to your school? How do groups feel about assimilation versus pluralism? How do they feel about one another? Are groups easily identified or are there overlapping of language, race, ethnicity, religion, etc . . .
2. What ethnicities are represented? What attitudes and barriers face minorities in the community? What language issues exist? What are the attitudes about language?
3. Who works and when? Who takes care of the children during work? How are the children connected with the work? What is defined as work?
4. What are the attitudes about gender differences? What does dress tell you?
5. What are some of the basic religious philosophies represented? Is religious instruction provided? What is it like? What celebrations are important?
6. Are there social problems exist such as domestic violence, child abuse, chemical dependency, poverty, poor health and nutrition?
7. What are the beliefs about competition? How is success defined? Is individualism or a larger human unit paramount?

**ELED 4111 PRACTICUM III: BEGINNING STUDENT TEACHING
COOPERATING TEACHER EVALUATION**

Student Teacher _____ Total Days in Attendance _____

Cooperating Teacher/Grade _____

School District/School _____

Directions: Based on your experience with this student teacher, please rate her/his performance using the following rating scale.

INADEQUATE		SATISFACTORY			EXCELLENT	
Not Observed N/O	Rarely Demonstrated 1	Occasionally Demonstrated 2	Sometimes Demonstrated 3	Frequently Demonstrated 4	Consistently Demonstrated 5	

1. Attended workshops or inservice activities	N/O	1	2	3	4	5
2. Followed the schedule of the teachers in the school	N/O	1	2	3	4	5
3. Assisted you in the preparation for the school year	N/O	1	2	3	4	5
4. Took an active and enthusiastic role in the classroom	N/O	1	2	3	4	5
5. Interacted with students professionally	N/O	1	2	3	4	5
6. Conferred with you to determine your expectations	N/O	1	2	3	4	5
7. Applied principles of lesson planning and classroom Management	N/O	1	2	3	4	5
8. Discussed and reviewed school resources, services, and facilities (e.g., teacher manuals, district curriculum guides, technology, media services)	N/O	1	2	3	4	5
9. Communicated effectively (oral and written)	N/O	1	2	3	4	5
10. Displayed individual initiative (e.g., volunteers, finds things to do without supervision; initiates conversation and asks for feedback from various sources)	N/O	1	2	3	4	5

Comments:

Signature _____ Date _____

ELED 4112 PRACTICUM IV: EXPERIENCE IN THE ELEMENTARY SCHOOL CLASSROOM

Course Overview

In ELED 4112, students have the opportunity to apply content area methods in a classroom setting. Students will spend a full week in an elementary classroom where they will observe, teach, and assist their cooperating teachers. The class will meet weekly on the UMM campus.

Course Goals

1. Develop skills of observation and reflective analysis in a classroom setting.
2. Understand and analyze progress toward Minnesota Standards of Effective Practice.
3. Perform a wide range of teaching duties and responsibilities including instruction and assessment.
4. Assume professional responsibilities in peer-group settings.

ELED 4112 PRACTICUM IV: EXPERIENCE IN THE ELEMENTARY SCHOOL CLASSROOM CHICAGO OPTION

One of the placement options for EIEd Practicum IV: Experience in the Elementary School Classroom is to spend a week in a Chicago School District school. This is an opportunity to learn about a large diverse urban school district. One or more of the Elementary Education faculty go with the group.

1. Expenses

- A registration fee of \$250 is due around October 1.
- We must have your registration fee by October 1, because this is the deadline for an initial deposit to the hotel and room assignments.
- If your registration fee is not paid by October 1, we will assume that you are not planning to complete your practicum experience in Chicago.
- The \$250 will cover the transportation and lodging expenses.
- You are responsible for meals and other personal expenses.

2. Transportation

- Transportation is in UMM vans and cars.
- We leave from the UMM South parking lot at 7:00 AM on Sunday.
- If you do not have a permit for the South lot and intend to leave your car there for the week, please contact Campus Security *before* Sunday morning.
- Assignments to vans/cars will be made before Sunday morning.
- We leave Chicago to return to UMM between 6:00 and 8:00 AM on Saturday.

3. Drivers

- Two drivers are needed for each vehicle.
- Drivers have to be cleared by Campus Security.
- One driver is designated to begin the trip. That individual will receive car/van keys, a map of Chicago, directions to Red Roof Inn in Chicago, and parking information.
- Drivers need to complete destination and beginning odometer forms for your vehicle.
- Procedures for purchasing gas are reviewed with drivers before Sunday morning.
- Please return the packet of information after the trip.
- The UMM vehicles are used *only* for transportation to and from your schools.

4. Lodging

- We stay at a downtown hotel.
- Room assignments are made prior to the trip. There are usually four (4) people assigned to each hotel room.
- Lodging is paid from the \$250 registration fee.
- Everyone is required to stay at the designated hotel during the practicum experience.

5. School Assignments

- Complete the preference form for the student population and grade level you prefer.
- Upon our arrival in Chicago on Sunday evening, everyone meets in a designated room.
- At that meeting, you are provided with additional information about the location of and transportation to your school. Everyone is required to attend this meeting.
- Debriefing sessions are held after school every day with the whole group. The sessions usually begin around 4:00 and end about 6:00. Everyone is required to attend the debriefing sessions.
- You can eat school lunch, or if you prefer to take a “brown bag” lunch, there are convenience stores within one to two block of the motel where you can purchase fruit, sandwiches etc.

6. Dress Code

- No jeans
- Appropriate professional clothes

We are excited about the opportunity you will have in Chicago classrooms and in the city of Chicago.

The focus of the experience must remain the practicum responsibilities.

**ELED 4112 PRACTICUM IV: EXPERIENCE IN THE ELEMENTARY SCHOOL CLASSROOM
COOPERATING TEACHER EVALUATION**

Student Name _____ Grade Level _____ Date of Practicum _____

Please check the boxes that most accurately describe the above education student.

Qualities	Not Observed	Rarely Demonstrated	Occasionally Demonstrated	Frequently Demonstrated	Demonstrated to an Exceptional Degree
Knowledge of Subject Matter					
Attention to Student Learning					
Ability To Work with Diverse Learners					
Lesson Implementation					
Discipline					
Written and Oral Communication					
Lesson Planning					
Assessment of Students during/after lessons					
Professionalism					
Overall Potential for Success					

Please elaborate on the above characteristics:

Signature _____ Date _____

Professional Title _____ Telephone _____

School District/School _____ Address _____

STUDENT TEACHING PROGRAM INTRODUCTION

Student teaching is one of the most significant aspects of teacher education programs. It provides students with an opportunity to understand all dimensions of teaching and to begin to apply what they have learned. All participants in the student teaching program play an important role in providing the context in which a student can demonstrate his or her ability to assume the responsibilities of a full-time teacher.

The success of this supervised teaching experience depends upon close cooperation among pre-primary through grade twelve teachers and administrators, university personnel, and each student teacher. These cooperative relationships are fostered through the contacts that student teachers, supervising personnel, and administrators have with one another. Our goal is to assure a successful experience for all participants.

The key person in this experience is the cooperating teacher in the school. This individual brings to life the professional aspects of the teaching experience through a willingness to share expertise with a student teacher, to observe activities planned and introduced by the student, to offer advice regarding effectiveness of teaching and management techniques, and to provide the support that students often need in maintaining their professional and personal well-being during this important period when they are making the transition from student to professional educator.

PURPOSES OF STUDENT TEACHING

Student teaching offers prospective teachers the opportunity to:

1. apply the knowledge and skills acquired in teacher education course work and pre-student teaching experiences,
2. demonstrate attitudes consistent with good teaching,
3. effectively perform professional duties important in each school setting,
4. explore and apply multiple principles of learning and multiple teaching strategies,
5. prepare, teach, and assess lessons with a specific focus on student learning,
6. explore the role of the teacher in the schools and begin to identify with that role,
7. develop entry level competence in the full range of teaching behaviors,
8. demonstrate awareness and apply principles of professional and ethical behavior, and
9. assess, along with University and school personnel, the student's present competence and potential for growth as a teacher.

**UNIVERSITY OF MINNESOTA, MORRIS
ELEMENTARY EDUCATION
POLICIES & PROCEDURES FOR STUDENT TEACHING:
QUESTIONS AND ANSWERS**

Application Process

An elementary education student teaching placement meeting is scheduled early in spring semester of the junior year. At this meeting, students receive information about student teaching requirements and the application process.

Where can I student teach?

The University of Minnesota, Morris Teacher Education Program makes placements for students in UMM Student Teaching Center Schools. Students may choose from the following Student Teaching Centers:

Regional UMM Student Teaching Centers

- Alexandria School District
- Cyrus Math, Science, and Technology Elementary School (limited placement)
- Fergus Falls School District
- Morris Area School District (limited placement)
- Willmar School District

Non Regional UMM Student Teaching Centers

- Osseo School District, Osseo, MN
- Chicago School District, Chicago, IL
- Ysleta School District, El Paso, TX
- Tiospa Zina Tribal School, Agency Village, SD
- Browns Valley, MN

Global Student Teaching (GST)

- Australia
- England
- Ireland
- New Zealand
- Other

Students registering for a Regional UMM Center placement are not charged a fee. The fee for Non Regional and GST placements is currently \$300.00. The fee is refundable only if a suitable placement cannot be made. This fee is used to cover long distance telephone and fax charges, mail expenses, and payments to adjunct supervisors.

Please see Appendix F-1 for more information related to the costs of the Education Programs including student teaching.

Student teachers are assigned to a public school districts in which they have not been a student, where they are not well known by school personnel, and where the student teacher's children will not be in attendance.

How do I register for student teaching?

All registration for student teaching is completed through the Education Division Office.

Do I need liability insurance?

Liability insurance is mandatory for all student teachers. Insurance is available through membership in Education Minnesota. The membership form is completed at the application meeting.

Do I need a criminal history background check?

Criminal history background checks are mandatory for all student teachers. When you submit your student teaching application materials to the Education Office, you will fill out a form and have it witnessed and notarized. There is a fee for submitting this form to the Minnesota Bureau of Criminal Apprehension.

When will I know my student teaching placement?

Regional and Non Regional placements are usually confirmed before the end of spring semester. Global Student Teaching placements are confirmed during fall semester.

Where will I live during student teaching?

Because student teachers spend long hours at their school and are expected to participate in after school activities and meetings, they are encouraged to live in the community in which they student teach. Many times, teachers or administrators in the school district have information about temporary living arrangements.

When will I do my student teaching?

The student teaching assignment for elementary education students begins with EIED 4111 Beginning Student Teaching. This experience begins with the district's teacher workshop days and ends in mid-September. During this experience, students acquire knowledge that will assist them in planning for their eleven-week student teaching assignment. Students are expected to take an active role in the classroom. They should follow the schedule of the teachers in the school, arriving at the time required of teachers and not leaving before the end of the school day. The student observes, works with individuals and groups of students, maintains a reflective journal, plans and teaches lessons when appropriate, and assists the cooperating teacher in any way.

Students who are student teaching in a different state or country are placed in a nearby school for their Beginning Student Teaching assignment.

EIED 4201 Directed Student Teaching in Primary and Intermediate Grades Student begins the first day of spring semester. Students are usually assigned to one grade level for the 11 weeks.

Schedules for student teachers in the EIED 4204 Directed Student Teaching in International School at the Primary and Intermediate Level vary. Refer to the Global Student Teaching Program Handbook for more information.

Student teachers follow the calendar of the cooperating school rather than the university calendar during the assignment. This includes teacher in-service days and parent-teacher conference days.

What are student teaching seminars?

Student teaching seminars are held periodically throughout the student teaching experience and focus on a variety of topics such as parent involvement, special education, classroom management or technology. The seminars are usually held in the school district in which the student is completing his/her student teaching assignment. The university supervisor schedules the seminars in collaboration with her/his student teachers. Student teachers are expected to attend scheduled seminars.

By whom and how am I evaluated?

The university supervisor and cooperating teacher complete multiple formative evaluations (see Appendix B-1) of the student teacher's lessons. The formative evaluations are placed in the student's file in the Division office. At the conclusion of the student teaching experience, the university supervisor and cooperating teacher complete summative evaluation forms (see Appendix C-1 and C-2). The summative evaluations are based on the Minnesota Standards of Effective Practice and are submitted to the UMM Placement Office.

In addition to scheduled observations, the university supervisor may make unscheduled visits.

What if I am absent for illness or other extenuating circumstances?

First, notify the school office, cooperating teacher, and university supervisor as soon as possible. If you have materials that your cooperating teacher may need, make arrangements for him/her to get them.

Student teachers who are absent from their assignment for more than a total of three (3) days are required to confer with the cooperating teacher and the university supervisor to determine if make-up days are required or if the assignment will be terminated.

Am I allowed to be a substitute teacher?

Student teachers are not to be used as substitutes for the regular teacher who is absent from school. However, student teachers may teach under the guidance of a qualified substitute.

Cooperating teachers should not leave student teachers for long periods of time during a school day, thus, in effect, having them serve as a substitute. While it is desirable for the cooperating teacher to be away from the classroom for short periods of time, this should not occur until a judgment is made by the cooperating teacher that the student teacher is capable of handling the class and is adequately prepared for situations which might arise during the time of absence.

May I accept extra curricular assignments in the school district.

Yes, student teachers may accept extra curricular assignments that appeal to their interests. These activities enhance marketability if they do not detract from classroom performance, which is your first responsibility. At the discretion of the school, a student teacher may be paid for supervising extra curricular activities. However, the local teacher collective bargaining contract may forbid this or specify conditions under which it is permissible.

How do I withdraw from student teaching?

Student teachers who withdraw voluntarily at any time during their assignment will inform the cooperating teacher, principal, and university supervisor. The university supervisor will do the following:

- Verbally report the withdrawal to the Division of Education secretary the same day.
- Return the student teacher's folder from the public school to the Division of Education. Any observation reports made by the university supervisor and cooperating teacher(s) should be included in the folder.
- Write a report which describes in detail the circumstances of the withdrawal. A copy of this report is to be placed in the student's file. This report should be made as soon as possible after the withdrawal.
- It is the student's responsibility to withdraw from the course via the university registration system. If it is past the withdrawal deadline, a written notice is sent to the Records and Registration Office with a copy going into the student's file.

Can I be removed from student teaching?

Except in extreme or unusual cases where the public school requests an immediate removal of a student teacher, the procedures outlined in the Communication of Concern for Preservice Teachers are followed prior to the removal of a student teacher.

What do I do if I withdraw or am removed from student teaching?

When a student withdraws or is removed from his/her student teaching assignment after the assignment has begun, it is the student's responsibility to withdraw from the course via the university registration system. If it is past the withdrawal deadline, a written notice is sent to the Records and Registration Office with a copy going into the student's file.

- A conference is held with the Discipline Coordinator within one week of withdrawal. During the conference, options are discussed to determine a plan of action for the student.

UNIVERSITY OF MINNESOTA, MORRIS
ELEMENTARY EDUCATION
REQUIREMENTS FOR STUDENT TEACHING

Requirements for student teaching include:

1. Successful completion of
 - a. Psy 1061 Introduction to the Development of Child and Adolescent
 - b. Ed 2101 Foundations and Issues in Education and Ed 2111 Tutor-Aide Practicum
 - c. EIEd 3101 Teaching and Learning Strategies
 - d. EIEd 3102 Literacy and Language Instruction in the Elementary School
 - e. EIEd 3103 Mathematics in the Elementary School
 - f. EIEd 3111 Practicum I: Field Experience in the Elementary Classroom
 - g. EIEd 3201 Preprimary Theory and Pedagogy *or*
 - h. EIEd 3202 Middle Level Theory
 - i. EIEd 3211 Practicum II: Field Experience in a Preprimary Setting *or*
 - j. EIEd 3212 Practicum II: Field Experience in a Middle Level Setting
 - k. Middle Level Methods in course areas of specialty—EngE 4122, MthE 4122, SciE 4122, SscE 4122, or LanE 4123
 - l. EIEd 4101 Strategies for Inclusive Schooling
 - m. EIEd 4102 Social Studies in the Elementary School
 - n. EIEd 4103 Science in the Elementary School
 - o. EIEd 4104 Language Arts and Literature in the Elementary School
 - p. EIEd 4107 Health and Physical Education in the Elementary School
 - q. EIEd 4111 Practicum III: Beginning Student Teaching
 - r. EIEd 4112 Practicum IV: Experience in the Elementary School Classroom
2. A minimum GPA of 2.50 overall and in the elementary education major. No grade of D will be accepted in licensure or education courses.
3. Satisfactory completion of tutor aide and practicum experiences.
4. Spch 1xxx level or above (Spch 1052 recommended) or exemption granted by petition to the Division of Education based on satisfactory completion of high school speech course or demonstrated ability.
5. Approval of teacher education faculty.

CO-CURRICULAR AND EXTRACURRICULAR ACTIVITIES AND WORK GUIDELINES FOR STUDENT TEACHERS

Student teaching is an important aspect of teacher preparation. It is a time for applying theory, and developing abilities. It is also an opportunity to demonstrate one's potential as an effective educator. For these, and other reasons, it is mandatory that individuals who are student teaching focus their energies on this experience.

Because each of us has multiple responsibilities and obligations, and because student teaching involves the expectations of students in the classroom, cooperating teachers, university faculty, and the student teacher, these responsibilities must be balanced. The following guidelines are intended to help all participants make appropriate decisions in each situation.

1. The choice of participating in co-curricular, extracurricular or work experiences while student teaching is up to the individual student teacher. The teacher education faculty reminds every student teacher that their primary concern should be with work in student teaching. Activities beyond student teaching cannot be used as an excuse for poor performance during student teaching.
2. Students who intend to participate in co-curricular, extracurricular or work experiences during student teaching must inform the discipline faculty of their intent to participate in these activities when requesting a student teaching placement. To help assure that expectations are clear, the cooperating teacher(s) will be notified of the student's intent to participate in activities beyond student teaching.

Consideration will be given to placing students near where their work or extracurricular activities are scheduled. There is no guarantee that a nearby placement will be available, appropriate, or arranged. There are many factors involved in placement decisions and co-curricular, extracurricular or work experiences will be considered as one, though not necessarily the primary factor.

3. If any activity requires that student teacher being released during school hours while student teaching, the judgment of the cooperating teacher will take priority. The cooperating teacher and university supervisor must be informed well in advance of any request to miss school (preferably prior to school opening in the Fall and again at least one week prior to the date of the expected absence). The student teacher remains responsible for all obligations associated with student teaching. Students may be required to make up absences. Absences during the weeks of full-time teaching are strongly discouraged.
4. It is understood that directors of extracurricular or co-curricular activities and employers will be flexible in their requirements of individuals during the time they are student teaching. This may mean altered schedules, missing performances and activities, and partial attendance at scheduled meetings or practices.

TIPS FOR SUCCESSFUL STUDENT TEACHING

1. **Stay positive!** Take every experience and expectation and use it as an opportunity to grow. Your *attitude* is the key to your *success!*
2. **Reach out!** Be sure to ask questions! Smile a lot! Extend yourself to meet new people—including cooks, custodians, secretaries, parents, and specialists.
3. **Be flexible!** There is a lot going on in the schools. Do not allow yourself to become frustrated with things that cannot change. Remind yourself that learning comes in a variety of experiences. Teachers organize and use time differently—*respect differences*. Take the *best* from your teacher and your situation. Appreciation means taking what you value in others and making it our own.
4. **Be prompt and courteous!** You are leaving an impression in everything you do and say.
5. **Try new ideas!** The schools are thrilled with your input and warmly welcome you, your talents, and all you have to share. Be willing to take risks.
6. **Compliment and reinforce** your cooperating teacher as well as your students. Honest recognition of strengths will boomerang back to you.
7. **Dress to impress!** You are entering the professional world. Dress appropriately for classroom activities. Remember that children are captivated by a teacher who appeals to their senses.
8. **Avoid prejudging!** Be open to your situation and plan to learn from it. Absorb what you hear and see and trust people have reasons for their actions. Ask your cooperating teacher to explain . . . listen . . . and *reflect!*
9. **Be responsible!** You have the same building responsibilities as your cooperating teacher—conferences, meetings, duties, etc. Plan ahead and discuss plans with your cooperating teacher. Be prepared for the University supervisor and mail journals and block plans on time. Always call regarding absences or tardiness.
10. **Take initiative!** Become involved in your classroom immediately. Let your needs be known if they are not being met. Your cooperating teacher and University supervisor will do their best to be sensitive to you. Help us if we overlook something. Keep communications open.
11. **Learn for a lifetime!** Not only know your subject matter, but continue to grow in it; be constantly aware of all changes and developments in the field. Read, confer with colleagues, seek information, and share.
12. **Love your students!** Remember: “People do not care how much you know until they first know how much you care.” All discipline and motivation need to reflect this.
13. **Have a sense of humor!** Do not be afraid of making a mistake. Be willing to grow from it and laugh with your students. We need to model what we teach to our students.
14. **Set goals for yourself!** Believe in yourself and your potential and keep your expectations high, yet reasonable.
15. **Set goals for your students!** Make your students feel valued and important as you build their self-esteem. Give them responsibility toward achieving mutually determined goals. Teach internalized discipline and rewards.

Adapted from *Augsburg College Student Teaching Manual*

**STUDENT TEACHER RESPONSIBILITIES
PRIOR TO STUDENT TEACHING &
DURING ELED 4111 BEGINNING STUDENT TEACHING**

1. Learn of your student teaching placement and meet with your university supervisor.
2. Obtain personal liability insurance coverage. The teacher, the school, and student teacher are legally responsible for injuries or other situations that may occur when working with students. This insurance may be obtained by joining Education Minnesota, or by purchasing insurance from a private company.
3. Register with the University of Minnesota-Morris Career Center to establish your credential file for placement purposes (see Appendix D-1).
4. Arrange for housing and transportation. It is strongly recommended that you reside in the community in which you are assigned to student teach.
5. Discuss with your cooperating teacher what units and lessons you will teach during your student teaching experience. Ask for copies of any textbooks, teacher's manuals, and other materials that will assist you in preparing for your classes.
6. Refer to Eled 4111 Sample Syllabus for additional requirements.
7. Cut down on your commitments. Student teaching is exhausting!

STUDENT TEACHER RESPONSIBILITIES DURING STUDENT TEACHING

Become familiar with general expectations of the University of Minnesota, Morris Student Teaching Program:

1. Submit the Student Teaching Placement and Schedule form to the UMM Education Office as soon as placement information is finalized.
2. Inform your university supervisor of your local address and phone number.
3. Abide by the philosophy, regulations, policies and standards of behavior and dress of the school. Ask your cooperating teacher for a copy of those policies and discuss them with him/her.
4. Follow the same regulations regarding calendar, daily time schedule as the teachers in the school to which you are assigned. You are expected to arrive at school at or prior to the time set for teachers in your school. Remain at school until your cooperating teacher leaves for the day.
5. Place school obligations ahead of personal wishes and accept assigned duties. Division of Education guidelines on co-curricular, extracurricular, and work experiences while student teaching are clear. This policy must be adhered to and its procedures followed. This policy states that your primary concern should be with student teaching, that participation in other activities must be arranged for ahead of time, and that conflicts with other activities cannot be used as an excuse for poor performance in student teaching.
6. Conduct yourself as a regular member of the teaching faculty in line with relevant laws and the Code of Ethics for Minnesota Teachers.
7. Safeguard all personal and confidential information and use it only for professional purposes.
8. Call your school office, cooperating teacher, and university supervisor immediately if you cannot attend school because of illness or other extenuating circumstances. A student who misses more than three days of student teaching for any reason during a term must make a plan for the extended time and discuss it with his/her cooperating teacher and university supervisor.
9. Accept extra curricular assignments that appeal to your interests. These activities enhance your marketability if they do not detract from your performance in the classroom, which is your first responsibility. At the discretion of the school, a student teacher may be paid for supervising extra curricular activities. However, the local teacher collective bargaining contract may forbid this or specify conditions under which it is permissible.

Become familiar with the students, classroom, and community:

1. Observe your cooperating teacher's classroom, the teaching area, and related areas at several grade levels.
2. Become familiar with resource materials in the classroom.
3. Become familiar with resource materials you could use outside the classroom, in the media center, and in the community.
4. Analyze the physical arrangement of the building and classroom, and available resources. Notice the arrangement of tables/desks, the placement of teacher's desk in relation to student desks, the use of posters/pictures/student work on walls, the use of plants or music.
5. Become familiar with classroom routines and policies such as the homework policy, policy for late work, attendance and tardiness policy, how are students assessed and graded.
6. Learn how to use electronic attendance and/or grading systems.
7. Learn the students' names as soon as possible and use them at every opportunity. Get to know students as individuals by observing them both within and outside the classroom.
8. Develop an understanding of the social and cognitive needs of students as individuals and as members of groups.
9. Observe your cooperating teacher and other teachers teaching style and classroom management techniques. Observe their instructional strategies and the circumstances under which they use deductive or inductive instruction. Note their use of group or cooperative group work to accomplish lesson objectives.

Become familiar with the school and school authority:

1. Ask your cooperating teacher to introduce you to key personnel in your school—the principal, vice-principals, the nurse, counselors, the media specialist, special education staff, etc.
2. Learn what is expected of classroom teachers by conversing with your cooperating teacher(s), the principal, special education teachers, secretaries and others in the school.
3. Learn about the school and additional responsibilities of teachers by attending teachers' meetings and parent/teacher association meetings.
4. Find out about innovative programs and practices in the school system.
5. Become informed about school and district policies regarding attendance, passes, makeup assignments, discipline, textbook adoption and conditions of teacher employment.
6. Become acquainted with school facilities, services and equipment.
7. Become familiar with areas of access to computers and the Internet.
8. Learn the school's procedure for duplicating materials for use in the classroom.
9. Learn how to use the photocopier if teachers are allowed to access it.
10. Note the location of the counselors' offices and under what circumstances you can access student records.
11. Become aware of all sources of information in the school concerning students, the information each provides, and the appropriate use of this information. Discuss the Data Privacy Act with your cooperating teacher.

Become familiar with the professional role of teachers:

1. Conduct long and short-term lesson planning with your cooperating teacher.
2. Discuss all lessons you teach with your cooperating teacher, the day prior to teaching them.
3. Know and apply the Standards of Effective Practice to your lesson planning. Use a variety of instructional strategies. Include motivation, active participation, and assessment in every lesson. Be sure to ask, "What did the students learn from this lesson and how do I know they learned it?"
4. Acquaint yourself with the Minnesota Academic Standards for your grade level.
5. Whenever possible, participate in team planning and team teaching.
6. Accept expanding teaching responsibilities that culminate with your participation in the full range of teacher and teaching activities.
7. Engage in reflective practice. Analyze lessons and assess your teaching. Make connections among previous, current, and future lessons.
8. Ask for specific, concrete feedback from your cooperating teacher and university supervisor.
9. Confer regularly with your cooperating teacher regarding individual lesson plans, unit plans, observations, progress, and special problems.
10. Ask questions!

Complete student teaching requirements:

1. Reflection Journal. Maintain a weekly reflection journal in which you examine holistically important issues and concerns of your teaching. Your university supervisor will provide more detail.
2. Weekly Block Plan. Submit the Weekly Block Plan to the university supervisor prior to the beginning of each week. You may use the format provided in this Handbook or one designed to meet the needs of your particular classroom.
3. Student Teaching Plan Book. Prepare a three-ring binder for your unit and lesson plans. Organize your plans into subject areas. The Plan Book includes and addresses the following:
 - a. Eleven week schedule/calendar. Work with your cooperating teacher to plan what subjects you will teach each of the eleven weeks of the experience. Submit to your university supervisor by the end of the first week.
 - b. Unit Plans. In each subject area begin with an overall plan for the units you teach. Include concept(s) to be taught, lesson strategies, activities, and assessments.
 - c. Lesson plans: One for every lesson you teach.
 - d. A copy of lesson plans for the cooperating teacher at least one day prior to teaching the lesson so that you can discuss the plan and be open to suggestions and changes.
 - e. A variety of lesson plan strategies
 - f. Appropriate lesson plan formats (see Appendix A-1 to A-21)
 - g. Student assessments that focus on student learning

- h. Student assessment and self-assessment section completed after teaching the lesson
 - i. Assessment data collected, recorded, & analyzed: Create a spreadsheet, chart, or grade book to record student progress and learning. In ongoing analysis, be able to describe what students learned and how you know they learned.
 - j. Lesson plans include all subject areas
 - k. Lesson plans include art, music, and theatre instruction as individual lessons or as part of integrated units.
 - l. The Student Teaching Plan Book is current and available for your university supervisor each time he/she visits and is a course requirement for successful completion of student teaching.
4. Evidence of student learning. Gather lesson or unit materials that show how you have used assessment for student learning. (For example, this might include a preassessment, instructional plans based on preassessment data, lesson modifications based on formative assessment data, and summative assessment data showing growth.) This will be required portfolio evidence in EIED 4901.
 5. Research based best practices to teach reading. Teach reading lessons that helps students become strategic readers. Include assessment, interventions and higher level thinking skills you incorporated, and how you used and communicated assessment results to students and others. This will be required portfolio evidence in EIED 4901.
 6. Diversity. Integrate activities into your teaching that demonstrate your understanding of diversity.
 7. Technology. Integrate activities into your teaching that demonstrate your understanding of how to include appropriate technology into your lessons. See Appendix E-1 for competencies.
 8. Videotaped Lessons. Videotape two lessons, one early in your student teaching experience, and a second during the final two weeks. Critique each lesson and submit to the university supervisor. Consider videotaping an integrated technology lesson. This may help you complete the Assessment of Integrated Technology Lesson. ****Please see statement at bottom of page.**
 9. Specialist Classes. Observe a music, physical education, art, and computer specialist class. Record in your weekly schedule and include thoughts and observations in your weekly reflection.
 10. Special Education. Become familiar with referral procedures and attend a special education staffing. Record in your weekly schedule and include thoughts and observations in your weekly reflection.
 11. Professional Development. Participate in professional development activities such as student teaching seminars, parent-teacher conferences, faculty meetings and in-service days, school board and extra curricular activities. Record in your weekly schedule and include thoughts and observations in your weekly reflection.
 12. Standards of Effective Practice Portfolio. Continue to collect material applicable to each of the ten Standards of Effective Practice for your portfolio. Your portfolio will be assessed during the professional development course following student teaching.
 13. Education Exposition. Collect materials from lessons and projects, and take photographs of the classroom and student work, bulletin boards, etc., which can be used for the Education Exposition during the professional development course following student teaching. ****Please see statement at bottom of page.**
 14. Student Evaluation. Design and distribute a student evaluation form asking your students for feedback on your teaching. Include in your portfolio.
 15. Full-Time Teaching. Assume sole responsibility for the full range of teaching and learning activities in the classroom for a minimum of two weeks. Three or more weeks of full time teaching is encouraged.
 16. School Visitations and Classroom Observations. Visit other schools in the district and observe other grade levels and classrooms in the school or district. Maximum of two days.
 17. University Supervisor. When the university supervisor visits or observe please:
 - a. Introduce her/him to the class
 - b. Provide a chair and writing surface near an outlet
 - c. Have your up-to-date Student Teacher Plan Book ready for review
 - d. Provide a copy of the lesson plan(s) for the university supervisor to keep
 18. Resource File. Start a file or notebook of teaching ideas, activities, and resources (optional).

**** Before taking pictures or videotaping please check with the cooperating school on their policies for obtaining parental and/or student consent. UMM permission forms and procedures are available at the UMM Division of Education office. Please note that these pictures and/or videotapes can only be used for the specified purposes on the permission slip.**

STUDENT TEACHING REQUIREMENT CHECKLIST

1. _____ Reflection Journal
 - Minimum of one per week
 - Submit weekly to university supervisor
2. _____ Weekly Block Plan
 - Submitted to the university supervisor prior to the beginning of each week
3. _____ Student Teacher Plan Book—Organize a three ring binder into subject areas. Include the following in your Plan Book:
 - Eleven Week Schedule/Calendar submitted to your university supervisor by the end of the first week
 - Unit plans for the units taught
 - Lesson plans for all lessons taught
 - Lesson plans strategies vary and are appropriate for lesson
 - Lesson plans include student assessment that focuses on student learning
 - Lesson plans include a thoughtful, reflective self-assessment
 - Assessment data collected, recorded, & analyzed
 - Lessons in all subject areas
 - Lesson plans include art, music, and theatre instruction as individual lessons or as part of integrated units.
4. _____ Evidence of student learning
 - Lesson or unit materials that show how you have used assessment for student learning.
5. _____ Research based best practices to teach reading
 - Lesson plan/s that are designed to teach students to become strategic readers
6. _____ Diversity
 - Integrated into lessons
7. _____ Technology
 - Integrated into lessons
 - Complete Assessment of Integrated Technology Lesson
8. _____ Videotaped Lessons
 - Videotape lesson #1 and written critique
 - Videotape lesson #2 and written critique
9. _____ Specialist Classes
 - Music
 - Physical Education
 - Art
 - Computer
10. _____ Special Education
 - Become informed about referral procedures
 - Attend a staffing

11. _____ Professional Development Activities
 - Student Teaching Seminars
 - Parent-Teacher Conferences
 - Faculty meetings and in-service days
 - School Board meeting (optional)

12. _____ Standards of Effective Practice Portfolio
 - Collect materials applicable to each of the ten Standards for your portfolio.

13. _____ Education Exposition
 - Collect artifacts
 - Take photographs of classroom and student work
 - Signed parental permission forms

14. _____ Student Evaluation
 - Design and implement an evaluation form asking your students for feedback on your teaching

15. _____ Full-Time Teaching
 - Minimum of two weeks

16. _____ School Visitations and Classroom Observations
 - Visit another school in the district
 - Observe other classrooms in the school and/or district

17. _____ University Supervisor Visits and Observations
 - Introduce her/him to the class
 - Provide chair and writing surface near an outlet
 - Provide up-to-date Student Teacher Plan Book
 - Provide copy of lesson plan(s) for the university supervisor to keep

STUDENT TEACHER REFLECTION JOURNAL

Student Teacher: _____ Date: _____

District/School: _____ Grade: _____

University Supervisor: _____ Cooperating Teacher: _____

Please make a specific comment on the following:

- My most satisfying experience this week.

- A specific aspect of teaching I need to work on next week.

REFLECTION JOURNAL SUGGESTIONS FOR ENTRIES

A reflection journal allows you to think about what occurred in the classroom or school, and to analyze what it may mean to you as a teacher. Since you already assess each lesson on your lesson plan form, your reflection journal should summarize and analyze your successes, new insights, or problems you encountered in your lessons throughout the week. This is also a time to reflect on other aspects of the professional life of a teacher within the school and the community.

Although there is no one right way to keep a journal, exemplary journals possess some common characteristics:

- A description and analysis of events within the classroom *based on analysis of data collected on student learning*
 - My role as teacher
 - The student(s)
 - The subject matter at the time
 - The context
 - My thoughts, feelings
 - Questions I had or have about the event
 - What I learned (strategies that proved effective)
 - How I can improve the situation another time

- Descriptions that include a broader and deeper look at the school environments and community in which the school is located
 - School demographics
 - School-wide discipline programs
 - School leadership style
 - Collaboration among colleagues
 - Teachers' meetings
 - School workshops
 - Parents and guardians
 - Curriculum
 - Report cards, grading, and or conferences
 - Minnesota Academic Standards
 - State and national tests
 - New students and/or students with special needs
 - Issues of diversity
 - Technology applications

- Additional questions, insights, and ideas
 - Questions for my cooperating teacher and/or university supervisor
 - Ideas, insights I have about teaching and learning
 - Strengths I find in myself that will help me become an effective teacher
 - Weaknesses I am discovering about myself and plans for dealing with them
 - Characteristics of good teachers (from observations and other sources)

The time and effort you put into a reflection journal can reduce problems later because of the insight you have gained through analysis.

VIDEOTAPE REQUIREMENT

Videotaping and viewing lessons can be a powerful means for student teachers to reflect on their classroom practice and the interactions it contains. ***Videotape and write a critique of at least two lessons.*** One should be early in your student teaching experience, and a second during the final two weeks. Submit your critique to your University Supervisor. The following are suggestions for critiquing your lesson:

Lesson:

- At the beginning of the class period, did you clearly introduce the day's goals and/or objectives?
- Were your directions clear and concise?
- Did you include closure?
- Discuss possible consequences of the instructional design that you used.
- Note part of the lesson that could have been improved and why.
- Suggest alternative strategies and their rationales (e.g., Could you have used an inductive strategy?)
- What levels of questioning were used?
- Were error correction procedures (clues, prompts) used to guide the students to correct responses?
- Did you allow for flexibility in your lesson?

Student Learning:

- How were the students actively involved in the lesson?
- What indications are there that the students were motivated and engaged in the lesson?
- Which students did not ask or answer questions?
- Which students participated orally more than five times?
- How did you promote multicultural learning, gender fairness, and disability awareness?
- Note portions of your interactions with the students you feel went well and explain why.
- Did you use specific, positive reinforcement for academic responding and class behavior?
- Were a variety of techniques for checking understanding used (e.g., group responses, signals and individual response)?

Presentation:

- Did your voice have too little or too much volume? Did you vary your voice to convey meaning?
- Did you put "ing's" on your words and refrain from saying comin', jumpin', runnin', goin', doin', getting', talkin', etc.?
- Did you say "want to" rather than "wanta?" "Kind of" rather than "kinda?" "Going to" rather than "gonna?" "Yes" rather than "yah" or "yep?" "No" rather than "nope?"
- Do you overuse "O.K.," "all right," or "you know?"
- Identify any annoying non-verbal mannerisms.
- Identify contextual factors that influenced the lesson/activity.
- Did you have control of the classroom so that effective learning was possible for everyone?
- Were materials and equipment organized and distributed in an organized and efficient manner?
- Did you display enthusiasm?

Technology Integrated Lesson:

- Refer to the Technology Integration Rubric (Appendix E-2) as a guide to evaluation of this videotaped lesson.

STUDENT TEACHING REQUIREMENTS AFTER STUDENT TEACHING

1. Remind your cooperating teacher to complete and submit the Summative Evaluation of Student Teaching and Teacher Recommendation form (see Appendix C-1 and C-2).
2. Consult with your university supervisor about final visit and evaluation of requirements.
3. You will complete and submit your application for a teaching license during the professional development course (ELED 4901).
4. See ELED 4901 The Teacher and Professional Development section of the handbook for a complete overview of other after student teaching assignments.

TIPS FOR SUCCESSFUL COOPERATING TEACHERS

I can if you think I can . . . but before I can reach the heights, I must know that you believe in me.

1. Give student teacher immediate status. Introduce them as another teacher, companion teacher, co-teacher, partner teacher, etc. This is OUR classroom, not mine.
2. Arrange for a desk or personal space for your student teacher. Plan ahead . . . name tags, class lists, extra teacher editions, etc.
3. Begin with a getting acquainted activity and encourage your student teacher to write a letter to parents about him/herself. Always pre-approve all letters and phone calls to parents.
4. Build on the student teacher's strengths. Encourage and allow risk taking. Compliment!
5. Do not expect your student teacher to become a duplicate of you. Allow for differences in personality and styles.
6. Allow your student teacher to make mistakes. Remember that a mistake is not nearly so important as what we do afterwards. BE honest and supportive. Every lesson is not going to be perfect. Accept this and relate it to your own experiences. Empathize!
7. "Failing to plan is planning to fail." You must see and approve lesson plans well ahead of time to insure student success. You are still responsible for your classroom and their learning. Always acquaint your student teacher with your lesson plan book and how you plan.
8. Do not let little things become big. Discuss it early with the student teacher and/or university supervisor.
9. Plan the entire 11-weeks in terms of teaching responsibilities as soon as possible. An exact schedule will be determined according to individuals. Try planning together, team teaching, cooperative grouping, etc. It is especially helpful to a student teacher to observe you again after teaching a subject area.
10. Balance your time in and out of the classroom
11. Provide open files, copies of materials. Share and save ideas for your student teacher during the experience and beyond.
12. Ask the student teacher: "What do you think?"
13. Do not assume that the student teacher knows where the students are—background, materials covered, what is developmentally appropriate.
14. Allow student teachers time to be in charge, leaving the room early in the experience so he/she can gain control. Only interrupt when absolutely necessary.
15. Set aside a specific time each day for good communication. Ask open-ended questions. Perhaps a mutual notebook to jot down questions and ideas during the day would be helpful for quick reference.
16. Encourage students to observe or look for specific needs. Work on reflection of lessons: How did you feel about that? What would you have done differently? Have you ever thought of . . .? Present options. Discuss goals. Notice improvements: Remember what we give our attention to we get more of . . . it works with adults, too.

Adapted from *Augsburg College Student Teaching Manual*

RESPONSIBILITIES OF THE COOPERATING TEACHER

The student teaching experience is the most important part of the UMM Teacher Education Program (TEP). It is during this culminating field experience that student teachers learn to take responsibility for being classroom teachers. Because of the significance attached to the supervisory role, it is critical that each student teacher has a caring, competent cooperating teacher who is familiar with the expectations of the UMM Elementary Education Student Teaching Program. The teacher education faculty is committed to provide guidance to its cooperating teachers through the suggestions, expectations and materials below, in addition to open and frequent communication.

Orient elementary students

- Inform elementary students before the student teacher arrives that there will be another teacher in the room.
- Establish the student teacher in the role of another teacher.

Orient student teachers to the school and community

- Give the student teacher a tour of the school.
- Accept the student teacher as a co-worker; introduce him/her to faculty members, administrators, and other school personnel.
- Help the student teacher become acquainted with the facilities, such as the nurse's office, instructional supplies, media center, lunchroom, and playground.
- Provide handbooks on policies and procedures from handling fire and tornado drills to district discipline policies.
- Discuss the culture of the school and faculty.
- Acquaint the student teacher with the nature of the student population.
- Acquaint the student teacher with the culture and characteristics of the community.
- Inform student teachers of procedures you want them to follow in event of absences due to illness or other extenuating circumstances.

Orient student teachers to your classroom

- Arrange for a place for the student teacher to put belongings and prepare for classes.
- Acquaint the student teacher with instructional materials, supplies and equipment.
- Make available a list of the students' names and/or seating chart. Explain your rationale/system for seating.
- Provide a listing of students who receive individual or small group assistance from specialists. Provide background information that will assist the student teacher in meeting the needs of these students. Introduce him/her to special and support staff that will be working with your students.
- Provide a daily schedule.
- Acquaint the student teacher with what has been taught in the curriculum. Provide a semester overview of what will be taught. Provide necessary texts and teachers' manuals.
- Discuss your classroom management philosophy with him/her.
- Discuss your philosophy with the student teacher. Give specific examples of its application in classroom situations.
- Let the student teacher know your expectations regarding his/her role in your classroom. Don't assume he/she will automatically know what you want.
- Explain attendance and tardy reports, your grading methods, make-up work policies and other daily routine procedures.
- Explain your methods of assessing students formally and informally. Show him/her copies of your tests and quizzes.
- Review first aid procedures.

Provide student teachers planning assistance

- Discuss long-range plans for increased teaching responsibilities.
- Assist as appropriate in the development of Unit Block Plans, Weekly Block Plans, Lesson Plans, assessments and other materials. Offer suggestions.
- Encourage creativity in lesson planning.
- Expect the student teacher to provide lesson plans for all lessons taught.
- Expect the student teacher to include art, music, and theatre instruction as individual lessons or as part of integrated units.
- Students must teach lessons in all subject areas.
- Determine specific teaching responsibilities.
- Identify additional responsibilities in the school program.

Review and provide feedback about instructional plans prior to implementation

- Help student teachers clarify and think through their lessons and units of instruction.
- Help student teachers avoid pitfalls of a poorly planned lesson.
- Help student teachers reflect on their teacher performance goals and expectations.

Assess progress of the student teacher

- Provide formal or informal feedback immediately after the student has taught a lesson. Emphasize strengths of the student, while helping to improve the quality of his/her instruction. Written, concrete comments about the lesson are helpful.
- Encourage self-evaluation and reflection. Ask the student teacher to share his/her observations about the lesson before you provide your feedback. UMM students are required to reflect on the effectiveness of all lessons taught on their lesson plans.
- Assess student teacher's performance in assessing student learning. Were the lesson's objectives addressed, assessed, and met?
- Complete Student Teacher Formative Evaluation forms (see Appendix B-1 five times during the student teaching experience. These forms are included with your cooperating teacher materials. Distribute copies of this three-part form to the student and university supervisor. These reports provide formative evaluation as a basis for communication among the student teacher, cooperating teacher and university supervisor. They will not be placed in the student's career placement file.
- Hold a formal discussion of the student teacher's progress at least once a week.
- Help the student to analyze and interpret experiences and to discover the relationship between theory and practice.
- Contact the university supervisor at any time to express concerns or to share reservations
- If the student teacher exhibits a pattern of behaviors that cause you concern, complete and submit the Communication of Concerns form to the Discipline Coordinator.
- A successful student teaching experience is based on open, honest communication among all parties involved. A three-way conference (student teacher, cooperating teacher, and university supervisor) mid-way through experience is an effective way to validate assessments.
- Complete the Summative Evaluation of Student Teaching and Teacher Recommendation (see Appendix C-1 form and share it with the student teacher. This form will become part of the student's credential file and will be used in efforts to find employment.

STUDENT TEACHER'S CLASSROOM RESPONSIBILITY SUGGESTIONS

Week One:

- Allow the student teacher to observe the routine of the classroom and your teaching for a few days, and encourage him/her to assume some classroom responsibilities right from the beginning. Student teachers have a minimum of 150 hours of field experiences where they have observed and taught lessons so they are ready to begin teaching without a lot of observation. Some possible early activities could include:
 - b. Tutoring students in small groups or one-on-one
 - c. Taking attendance
 - d. Team teaching with you
 - e. Teaching one part of a lesson
 - f. Monitoring cooperative groups or guided activities
 - g. Introducing and playing a videotape
- Plan with the student teacher the schedule of increasing teaching responsibilities.

Weeks Two – Eleven

- Gradually increase teaching responsibilities as you see the student teacher's confidence growing until he/she has a full teaching load toward the last weeks of the assignment. Typically the student teacher will assume the responsibility for one subject by the start of the second week of placement, take over a second subject the third week, and work toward teaching all subjects by the sixth or seventh week.
- As the student teaching experience progresses, provide opportunities for the student teacher to be left alone in the classroom.
- The student teacher must assume full time teaching for a minimum of two weeks during the 11-week field experience; that includes assuming your extra roles such as bus or lunchroom duty. Three or more weeks of full time teaching is encouraged.
- Expect the student teacher to attend all faculty meetings and parent conferences you attend. UMM requires the student teacher to participate in parent conference. Offer tips on facilitating positive communication between parents and school.

STUDENT TEACHING REQUIREMENT CHECKLIST

Student Teacher _____ Date _____ Completed by _____

1. _____ Reflection Journal
 - Minimum of one per week
 - Submit weekly to university supervisor
2. _____ Weekly Block Plan
 - Submitted to the university supervisor prior to the beginning of each week
3. _____ Student Teacher Plan Book—Organize a three ring binder into subject areas. Include the following in your Plan Book:
 - Eleven Week Schedule/Calendar submitted to your university supervisor by the end of the first week
 - Unit plans for the units taught
 - Lesson plans for all lessons taught
 - Lesson plans strategies vary and are appropriate for lesson
 - Lesson plans include student assessment that focuses on student learning
 - Lesson plans include a thoughtful, reflective self-assessment
 - Assessment data collected, recorded, & analyzed
 - Lessons in all subject areas
 - Lesson plans include art, music, and theatre instruction as individual lessons or as part of integrated units.
4. _____ Evidence of student learning
 - Lesson or unit materials that show how you have used assessment for student learning.
5. _____ Research based best practices to teach reading
 - Lesson plan/s that are designed to teach students to become strategic readers
6. _____ Diversity
 - Integrated into lessons
7. _____ Technology
 - Integrated into lessons
 - Complete Assessment of Integrated Technology Lesson
8. _____ Videotaped Lessons
 - Videotape lesson #1 and written critique
 - Videotape lesson #2 and written critique
9. _____ Specialist Classes
 - Music
 - Physical Education
 - Art
 - Computer
10. _____ Special Education
 - Become informed about referral procedures
 - Attend a staffing

11. _____ Professional Development Activities
 - Student Teaching Seminars
 - Parent-Teacher Conferences
 - Faculty meetings and in-service days
 - School Board meeting (optional)

12. _____ Standards of Effective Practice Portfolio
 - Collect materials applicable to each of the ten Standards for your portfolio.

13. _____ Education Exposition
 - Collect artifacts
 - Take photographs of classroom and student work
 - Signed parental permission forms

14. _____ Student Evaluation
 - Design and implement an evaluation form asking your students for feedback on your teaching

15. _____ Full-Time Teaching
 - Minimum of two weeks

16. _____ School Visitations and Classroom Observations
 - Visit another school in the district
 - Observe other classrooms in the school and/or district

17. _____ University Supervisor Visits and Observations
 - Introduce her/him to the class
 - Provide chair and writing surface near an outlet
 - Provide up-to-date Student Teacher Plan Book
 - Provide copy of lesson plan(s) for the university supervisor to keep

TIPS FOR SUCCESSFUL UNIVERSITY SUPERVISORS

1. Help the student teacher make connections between the theoretical foundations and practical application of the education knowledge base.
2. Assist the student teacher in reflecting on his/her students teaching experience.
3. Establish and maintain a collaborative relationship with the Student Teaching Center Schools
4. Communicate with the cooperating teacher and principal frequently.
5. Keep appointments! Be prompt!
6. Provide support for the cooperating teacher in his/her role.
7. Conduct conferences with the student teacher and cooperating teacher at the midpoint and conclusion of the experience and other times when needed.
8. Share resource materials and ideas with the student teacher.
9. Communicate with the cooperating teacher and the student teacher prior to the beginning of student teaching.
10. Spend quality time with the student teacher. Listen carefully. Do not appear in a hurry.
11. Focus on the student teacher's strengths as well as weaknesses. Look for the positive areas to reinforce. Success will lead to further success.
12. Be specific when providing feedback to the student teacher. Avoid speaking in generalities.
13. Make the student teacher feel important!

Adapted from Augsburg College Student Teaching Manual

RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

The university supervisor serves as a liaison with and a resource person to the school in which UMM has placed a student teacher. Through regular visits to the schools, he or she assists in the process of unifying theory and practice, assuring the optimal development of the student teacher, and the proper administration of the policies and practices of UMM's Student Teaching Program.

Liaison to school

- Meet with relevant school administrators.
- Provide information about UMM's Student Teaching Program.
- Address questions and concerns about the relationships between the school and university.
- Gather information about the student teacher's progress.
- Resolve any concerns about the student teaching experience.
- Monitor each placement carefully to prevent problems, concerns, or conflicts.

Assists cooperating teacher

- Meet with the cooperating teacher(s) in each school to answer questions and or clarify information shortly after the student teacher arrives in the school. .
- Confer with the cooperating teacher about your observations and the student's progress in the school setting. If possible, meet with the cooperating teacher before and/or after each supervisory observation.
- Arrange for a mid-term, three-way review conference with the student teacher, cooperating teacher, and university supervisor.
- If student exhibits a pattern of behaviors that causes concern, suggest that he/she complete and submit the Communication of Concerns form to the Discipline Coordinator.
- Remind cooperating teachers to share their Student Teaching Formative Evaluation forms with you.
- Remind cooperating teachers to complete the Summative Evaluation of Student Teaching and Teacher Recommendation forms and submit them to the University.

Assists student teacher

- Meet with the student teacher to answer questions and/or clarify information before he/ she begins the student teaching assignment.
- Meet with the student teacher again shortly after he/she arrives at the student teaching school assignment to further clarify information and answer questions.
- Make a minimum of four supervisory observations that include a pre-conference, observation, and post-conference with the student teacher. Complete Student Teaching Formative Evaluation forms during each visit (see Appendix B-1).
- Have student teacher reflect on the reasons and purposes for their instructional decisions.
- Encourage student teacher to reflection their performance for the purpose of identifying strengths and areas for improvement.
- Build on student teacher's strengths.
- Share openly with student teacher your positive reactions you have to their performance or your level of concern.
- Ask to read the Reflective Journal each time you visit. Share observations and insights.
- Reviews the Student Teacher Plan Book each time you visit. Share observations and insights.
- Advise each student teacher on lesson and unit planning.
- Remind student to continually be aware of what students are learning as a result of their lessons.
- Suggest and share resources for lessons and units.
- Schedules Student Teaching Seminars. A variety of topics are scheduled, depending on the interest and needs of the student teachers.
- Remind student teacher to videotape a lesson early in their student teaching and again near the end of the experience. Discuss their self-assessment of the lesson.

- Remind student to design a student evaluation form asking students for feedback on their teaching.
- Remind students to constantly add artifacts to their Standards of Effective Practice portfolio, which will be assessed during the professional development course.
- Remind students to keep student projects, bulletin boards, lesson, photographs and other materials for the Education Exposition to be held during the professional development class.
- If student exhibits a pattern of behaviors that cause you concern, complete and submit the Communication of Concerns form to the Discipline Coordinator.
- Complete a Summative Evaluation of Student Teaching and Teacher Recommendation form and submit it to the UMM Placement Office (see Appendix D-1).
- Submit a grade of S (satisfactory) or N (not satisfactory) for the student's UMM transcript.

CONSTRUCTIVIST APPROACH TO SUPERVISING STUDENT TEACHERS

Nature of the Learner

- What is the student teacher like as an individual learner?
- What are her/his goals?
- How does she/he construct her/his knowledge of teaching?
- What does she/he bring to the student teaching experience?
- What unique perceptions, thoughts, and feelings will filter her/his process of discovering and constructing meaning from information and experience gained during student teaching?

Goals of the Learning Process

- What are the student teacher's goals?
- What are the cooperating teacher's goals?
- What are the college/university supervisor's goals?
- How do these goals affect the student teacher's learning?

Construction of Knowledge

- How do we discover how the student teacher links new information with existing and future-oriented knowledge in meaningful ways?
- What background and experiences does the student teacher bring to the student teaching experience?

Motivational Influences

- What are the student teacher's beliefs about personal control, competence and ability?
- Are the student teacher's personal values, interests and goals clear and salient?
- What are the student teacher's personal expectations for success or failure?
- What affect, emotions and general states of mind is the student teacher experiencing?
- How do we motivate the student teacher to be curious, creative, and stimulated higher-order thinking?
- How do we determine authentic learning situations and tasks at the optimal difficulty for the student teacher?

Source unknown

ELEMENTARY EDUCATION 4901 AND SECONDARY EDUCATION 4901 THE TEACHER AND PROFESSIONAL DEVELOPMENT

Activities

Minnesota Education Career Fair, Minneapolis Convention Center
Senior Presentations
Education Exposition
Class Meetings

Course Description

In this course students reflect on issues relevant to the teaching profession. Evaluation of choices and actions on students, parents, other professionals, and the larger learning community are explored. Opportunities for professional growth and the development of collaborative relationships provide a focus for the course.

Course Goals

The students will:

1. Reflect on teaching experiences with an emphasis on the evaluation of choices and effects of actions on others, including students, parents, and other professionals in the learning community.
2. Explore opportunities for professional growth.
3. Reflect on their ability to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being.

Course Requirements

Portfolio of Standards of Effective Practice

Review and update your portfolio demonstrating your readiness to be licensed as a teacher.

- For each standard prepare a new written statement that: 1) describes your growth and progress towards meeting this standard, 2) explains the significance of the evidence which you have included in the portfolio, and 3) describes your goals to further reach this standard. Identify each of the three sections in your reflection statement. When you submit a standard for review, both your new and previous statements must be included. You will be submitting the written statement and supporting evidence on every standard for review during the class.
- Update your supporting evidence for each standard. Papers, teaching lessons, units, evaluations, research in educational areas, etc. can be included in the portfolio. You may include papers and items from other courses or experiences, including those outside of the field of education.
- **Include in Standard Two- Student Learning- evidence and documentation that your students have learned what you have taught.** Include a lesson plan with objectives, an explanation of your pre-assessment method (determination of student knowledge and skills prior to instruction), and a summary that demonstrates how you ascertained student knowledge and skills after instruction. Include any pre-tests, activities, assignments, and post-tests, if any.
- The portfolio should assist you in preparing for your senior presentation and must demonstrate your readiness to be licensed as a teacher. The written statements and supporting evidence for each standard will be reviewed in this class. The final portfolio will be displayed during the Education Exposition. The portfolio will be assessed on the reflection and analysis provided in your statements and on technical quality.

Statement of Philosophy of Education

Prepare a 2-3 page essay that describes your beliefs regarding teaching and learning. Select a few major themes of your philosophy and detail your understanding of how these themes influence your actions as a teacher. (What beliefs do you hold about teaching and the way students learn? In what manner do you believe material should be learned? What should be the relationships of students with teachers and others? How should the school interact

with parents?). This paper could assist you in preparing for your senior presentation. Refer to the Philosophy of Education Statement Evaluation Form for further information on assessment.

Book Talk

Select a recently published book (either from the list provided or one approved by your professor) that helps you to understand issues related to Standards of Effective Practice numbers 2-10. A written outline and “book talk” will be presented on the book. Refer to the Book Talk Evaluation Form for further information on assessment.

Senior Presentation

Review what you have learned from your coursework, portfolio, lesson and unit plans, journals, practicum and student teaching experiences. Reflect on your progress in learning that can be applied to the teaching standards that form a framework for the curriculum at UMM. Consider your development into an effective teacher, especially your growth in the skills, attitudes and dispositions necessary to be successful. Include the evolution of your educational philosophy. Then, determine how you can best communicate your development into an effective practitioner to an audience of peers, teachers, supervisors, and other students who may attend your presentation. Organize your presentation for a 20 minute time period. Allow 10 minutes for questions and discussion. Think of ways in which you can make the presentation as interesting as possible. Include some techniques that are part of the repertoire of an effective teacher.

Use technology to enhance your presentation and/or include handouts for your audience. Show some of the work completed by children that you taught. Think of an attention-getting opener. Practice using your voice effectively.

Sign up for a presentation on the master schedule posted on the education office door. You are expected to attend at least five presentations in addition to your own.

Education Exposition

Prepare display items indicative of your teaching achievements. Demonstrate ways student learning was impacted as a result of your teaching. Your Standards of Effective Practice Portfolio must be available. In addition, you might include lesson plans, pictures, and samples of class projects or other work. You may also wish to prepare a poster for a wall or table display.

No late papers or assignments will be accepted.

Attendance

This is an interactive course in which key learning takes place in class and cannot be replicated at another time. Therefore, it is essential for students to be present for each full class period. If an event out of your control makes it impossible for you to attend a class session, please notify the instructor *in advance*. Unexcused absences will reflect negatively on your final grade.

Grading

Portfolio of Standards for Effective Practice	40%
Statement of Philosophy of Education	15%
Book Review	15%
Senior Presentation	30%

Participation	Active and constructive participation is required for a passing grade in this course.
---------------	---

Education Exposition	Active and full participation is required for a passing grade in this course.
----------------------	---

LESSON PLANNING STRATEGIES INSTRUCTIONAL CHOICES

Student teachers are expected to utilize a variety of instructional strategies in their daily, weekly, and unit plans. Six specific strategies with UMM formats are included in this packet. They are Direct Instruction, Concept Formation, Concept Attainment, Learning Cycle (Guided Discovery), Inductive Inquiry, and Discussion.

Other strategies are also available, and we encourage their use. For ideas, examine the list below based on the “Wheel of Instructional Choice” which has presented *The Act of Teaching* by Cruickshank, Bainer, and Metcalf (McGraw-Hill, 1999). The choices reveal many of the possibilities open to teachers.

Academic games	Learning modules
Brainstorming	Mastery learning
Cases	Oral reports
Centers of interest	Presentations by teachers
Colloquia	Problem solving
Contracts	Programmed/CAI instruction
Debates	Project/Activity method
Demonstration	Protocols
Direct information	Recitation
Discovery	Role playing
Discussion	Simulation games
Drill and practice	Simulations
Field observation	Student-team, cooperative learning
Independent study	Tutoring
Individualized instruction	

Direct Instruction Lesson Plan Format

Name _____ Date _____ Grade/Subject _____ Time Allotment _____

Classroom Structure: (e.g. cooperative grouping arrangements, large group/small group)

Context: (e.g. new concept, review of concept, reteach concept, identify which lesson within a unit)

Materials and Preparation:

Objective:

Assessment:

Lesson

Introduction:

- Anticipatory Set: (pre-assess, review, present overview, arouse interest, state objectives and purpose)

Procedures:

- Presentation: (explain, model, and/or demonstrate)

- Checking for Understanding: (ask, observe, quiz, involve all students)

- **Guided Practice:** (students apply skill/concepts, monitor and give feedback, assess each student)

Closing:

- **Closure:** (students review or summarize)

- **Independent Practice:** (assignment allows students to practice or apply new skill)

Extension: (activities planned for students who finish early or for the whole class if time allows)

Student Assessment Results: (specifically relate to objective)

Self-Assessment:

Concept Formation Lesson Plan Format

Name _____ Date _____ Grade/Subject _____ Time Allotment _____

Classroom Structure: (e.g. cooperative grouping arrangements, large group/small group)

Context: (e.g. new concept, review of concept, reteach concept, identify which lesson within a unit)

Materials and Preparation:

Objective:

Assessment:

Lesson

Introduction:

- Anticipatory Set: (pre-assess, review, present overview, arouse interest, state objectives and purpose)

Procedures:

- List:

- Group:

Concept Attainment Lesson Plan Format

Name _____ Date _____ Grade/Subject _____ Time Allotment _____

Classroom Structure: (e.g. cooperative grouping arrangements, large group/small group)

Context: (e.g. new concept, review of concept, reteach concept, identify which lesson within a unit)

Materials and Preparation:

Objective:

Assessment:

Lesson

Introduction:

- Anticipatory Set: (pre-assess, review, present overview, arouse interest, state objectives and purpose)

Procedures:

- Presentation: (list examples in order of presentation, list questions you will ask to guide student thinking)

- **Refinement:** (list examples in order of presentation, list questions you will ask to guide student thinking; elicit examples from students)

- **Practice:** (list examples in order of presentation, include questions)

Closing

- **Closure:** (students review or summarize)

- **Independent Practice:** (assignment allows students to practice or apply new skill)

Extension: (activities planned for students who finish early or for the whole class if time allows)

Student Assessment Results: (specifically relate to objective)

Self-Assessment:

Learning Cycle (Guided Discovery) Lesson Plan Format

Name _____ Date _____ Grade/Subject _____ Time Allotment _____

Classroom Structure: (e.g. cooperative grouping arrangements, large group/small group)

Context: (e.g. new concept, review of concept, reteach concept, identify which lesson within a unit)

Materials and Preparation:

Objective:

Assessment:

Lesson

Introduction:

- Anticipatory Set: (pose a problem, question, pre-assess, discrepant event.)

Procedure:

- Concept Exploration: (students collect and record data, include open-ended questions)

- **Concept Explanation:** (whole group processes data, summarize results, provide vocabulary)

- **Concept Expansion:** (new problem to extend concept, application of concept)

Closing:

- **Closure:** (students review or summarize)

- **Independent Practice:** (assignment allows students to practice or apply new skill)

Extension: (activities planned for students who finish early or for the whole class if time allows)

Student Assessment Results: (specifically relate to objective)

Self-Assessment:

- **Collect Data:** (gather evidence, conduct experiment, survey a sample, or use other methods)

- **Interpret Data:** (make meaningful statements supported by the data, test hypotheses)

- **Developing tentative conclusions:** (discuss relationships or patterns, allow students to state generalizations)

- **Replication:** (obtain new data, revise original conclusions)

Closing:

- **Closure:** (students review or summarize)

- **Independent Practice:** (make assignment allowing students to practice or apply new skill)

Extension: (activities planned for students who finish early or for the whole class if time allows)

Student Assessment Results: (specifically relate to objective)

Self-Assessment:

- **Explain** (Students write their solutions and strategies. *Questions for looking back* such as: How did we solve this problem? What strategy did we use? Is there another way to solve it?)

- **Extension** (Provide *questions for extension* to apply strategies just used to solve a more difficult extension of the problem.)

- **Practice** (Provide another similar problem.)

Closure: (CLG share their results and strategies.)

Student Assessment Results:

Self-Assessment:

Field Trip Lesson Plan Format

Name _____ Date _____ Grade/Subject _____ Time Allotment _____

Classroom Structure: (e.g. cooperative grouping arrangements, large group/small group)

Context: (e.g. new concept, review of concept, reteach concept, identify which lesson within a unit)

Materials and Preparation:

Objective:

Assessment:

Lesson

I. Pre Trip Arrangements

II. Pre Field Trip Student Preparation:

III. The Field Trip:

IV. After the Field Trip:

V. Extension:

VI. Student Assessment Results:

VII. Self-Assessment:

Field Trip Lesson Plan Format

Name _____ Date _____ Grade/Subject _____ Time Allotment _____

Classroom Structure: (e.g. cooperative grouping arrangements, large group/small group)

Context: (e.g. new concept, review of concept, reteach concept, identify which lesson within a unit)

Materials and Preparation:

Objective:

Assessment:

Lesson

I. Pre Trip Arrangements

- Check out potential site (bathrooms and eating facilities, unsafe areas, special accommodations). Prepare the facilitator by discussing the format, schedule, your specific objectives for the trip. Also tell them the age group they will be hosting.
- Solidify arrangements at field trip site.
- Arrange transportation
- Arrange chaperones and provide information about the field trip
- Prepare parents by sending information about the field trip along with a permission slip to sign and return.
- Prepare materials such as Field Trip Clipboards or Busy Bags

II. Pre Field Trip Student Preparation:

Content

Talk with children about what they will see on the trip. Tell stories, sing songs, add props to dramatic play area, and share pictures and items from the site will help set the scene for the new experience.

Make a list of words associated with the trip and add them to your word wall.

Ask children what they think they will see or what they want to learn. Record children's responses to questions so you can revisit them after the trip.

Work with children to prepare a few interview questions to ask people at the site.

Logistical questions for students prior to the day of the field trip such as:

- When the group will leave?
- In which bus the students will ride?
- Will they be able to stay with their friends?
- How long the ride will take?
- What will happen when students get off the bus?
- Will they eat there or do they need to bring a sack lunch?
- Do they need to bring money?
- Will they have "free" time?

Preparation for the day of the field trip

- Assign chaperones to groups of children. Provide them with important information.
- Review acceptable behavior.
- Review some specific questions or information you expect them to discover.
- Review interview questions
- Review safety (e.g. bus, walking)

III. The Field Trip:

- Plan some bus activities
- Point out things you want children to focus on, and ask questions to help them observe, identify, and talk about what they see.
- Plan some bus activities

IV. After the Field Trip:

- What activities will you do after the field trip to help students recall, revisit and share their experience?
- Ideas for activities: Language Experience Story, additions to Dramatic Play Center, Writing and documentation, art activity

V. Extension:

- Create a display in the classroom of photographs from field trip and projects students completed about what they learned during the field trip.

VI. Student Assessment Results:

VII. Self-Assessment:

Cooperative Learning Lesson Plan Adaptation

Changing lesson plans to include cooperative interaction can be time-consuming at first. Here is a quick lesson plan worksheet that can be used initially to ensure all the critical elements of cooperative learning are incorporated into your lessons. As you use groups more often, this form can be used as a quick self-check.

1. Teacher Decisions
 - a. Lesson _____
 - b. Group Size _____
 - c. Assignment to Groups _____
 - d. Materials _____

2. Set the Lesson
 - a. Academic Task _____

 - b. Positive Interdependence _____

 - c. Individual Accountability _____

 - d. Social Skills/Expected Behaviors _____

3. Evaluation
 - a. Task achievement _____
 - b. Group functioning _____
 - c. Notes on individuals _____
 - d. Suggestions for next time _____

Adapted from Johnson D. W., Johnson, R. T., and Holubec, E. J. (1988). *Cooperation in the Classroom*. Edina, MN: Interaction Book Company.

Cooperative Learning Lesson Plan Adaptation

Changing lesson plans to include cooperative interaction can be time-consuming at first. Here is a quick lesson plan worksheet that can be used initially to ensure all the critical elements of cooperative learning are incorporated into your lessons. As you use groups more often, this form can be used as a quick self-check.

1. Teacher Decisions

- a. Lesson _____
- b. Group Size Start small, a pair or a threesome
- c. Assignment to Groups You can randomly choose or assign students depending on the group's task.
- d. Materials Give each student materials or the group can have one set of papers. One group set helps create interdependence among members.

2. Set the Lesson

- a. Academic Task Clearly state what you want students to do: make a mural, explore & record data, make a graph, make comparisons, read and answer questions, solve a problem
- b. Positive Interdependence The groups need to know they have to be concerned with each other's learning. They sink or swim together. This can be accomplished by assigning roles, providing one data collection sheet for the group,
- c. Individual Accountability Each student should know they are responsible for knowing the work. For example, as you circulate and listen to the groups, ask questions to individuals in the group, choose one individual, at random, from the group to report to the class
- d. Social Skills/Expected Behaviors Specify how you want them to behave while they work. Name specific, observable, describable behaviors.

3. Evaluation

- a. Task achievement _____
- b. Group functioning _____
- c. Notes on individuals _____
- d. Suggestions for next time _____

Adapted from Johnson D. W., Johnson, R. T., and Holubec, E. J. (1988). *Cooperation in the Classroom*. Edina, MN: Interaction Book Company.

Text-Talk and Whole-Part-Whole Lesson Plan for the Read-Aloud

Name _____ Date _____ Grade/Subject _____ Time Allotment _____

Classroom Structure: (e.g. cooperative grouping arrangements, large group/small group, plan for staff support)

Context: (e.g. new concept, review of concept, reteach concept, identify which lesson within a unit)

Conditions for Natural Language Learning:

Overview of the story:

Challenging Content to be Addressed in the Text: (the major ideas you want students to consider.)

Open-ended Questions to be Asked:

Interesting Vocabulary to be Displayed:

Other Materials and Preparation:

MN Language Arts Standard Addressed:

Student Objectives:

- Students will respond to **open-ended questions** using support from language in the text.
- Students will (What is your objective for the **strategy minilesson**?)
- Students will _____ **vocabulary**

Assessment:

Lesson

A. Whole

1. Introduce the text and set a purpose for reading (Ask prediction questions, take a picture walk, introduce the interesting vocabulary to be used later for instruction.)
2. Read-aloud the text and ask the open-ended questions (Be sure to link to the challenging content.)

B. Part

Strategy minilesson (Explicitly explain and model the strategy and have students practice the strategy. Explain the strategy and its importance for effective reading.)

1. Ask students to look again at the vocabulary you have displayed. Ask them to look specifically at three or four of these words. Share a strategy the students may use when reading such words in new or unfamiliar text.
2. Share examples and model the strategy (Use the words you have displayed as your first examples. Ask students if they know of other examples, you share other examples and repeatedly explain, model and/or demonstrate the strategy.)
3. Check for Understanding (ask, observe, involve all students)
4. Guide students as they practice with further examples (monitor and give feedback, assess each student)

C. Whole

1. Ask the students to think again about the book you read.
2. Ask students to respond to the text and or make connections to other text (The response may be based on the vocabulary, the open-ended questions, and the challenging content you asked the students to consider.)

Extension: (activities planned for students who finish early or for the whole class if time allows)

Student Assessment Results: (specifically relate to the objective of your minilesson)

Self-Assessment:

This model is based on Beck, I.L. and McKeown, M.G. (2001) Text Talk: Capturing the Benefits of Read-Aloud Experiences for Young Children. The Reading Teacher Vol. 55, No. 1. International Reading Association. Whole-part-whole is based on current research regarding best practices for literacy instruction. Conditions for Natural Language Learning are based on the research of Brian Cambourne.

STUDENT TEACHING FORMATIVE EVALUATION

Student Teacher _____ **Evaluator** _____

Grade/Subject _____ **School** _____

This formative evaluation is the basis for communication among the student teacher, cooperating teacher and the university supervisor for the purpose of improving the performance of the prospective teacher. Please address the following: instructional competencies, classroom management, and personal/professional attributes.

Strengths	Goals

Summative Evaluation of Student Teaching and Teacher Recommendation

Name of Teacher Candidate _____

Subject/Grade Level _____ School _____

Please check the boxes that most accurately describe the above candidate in relation to the Standards of Effective Practice for **beginning teachers** that are described on the back of this form. In the space provided, comment on the qualifications of this candidate as a prospective teacher. This form will become part of the candidate's permanent file.

Unsatisfactory (does not meet standard)	Basic (meets standard at minimum level)	Proficient (meets and sometimes exceeds standard)	Distinguished (consistently exceeds the standard)
--	--	---	---

Subject Matter				
Student Learning				
Diverse Learners				
Instructional Strategies				
Learning Environment/Classroom Management				
Communication				
Planning Instruction				
Assessment				
Reflection & Professional Development				
Collaboration, Ethics, & Relationships				

Comments:

Signature _____ Name _____

Address _____ Professional Title _____

_____ Date _____

_____ Telephone _____

STANDARDS OF EFFECTIVE PRACTICE FOR LICENSING OF BEGINNING TEACHERS

1. **Subject Matter.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
2. **Student Learning.** The teacher understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
3. **Diverse Learners.** The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.
4. **Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
5. **Learning Environment.** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. **Communication.** The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. **Planning Instruction.** The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
8. **Assessment.** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
9. **Reflection and Professional Development.** The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professional in the learning community) and who actively seeks out opportunities to grow professionally.
10. **Collaboration, Ethics, and Relationships.** The teacher communicates and interacts with parents/guardians, families, school colleagues, and the community to support students' learning and well-being.

CAREER CENTER FORMS

The Career Center will provide you with a number of forms that need to be completed and returned to the Career Center office. These forms will help make up your 'placement credentials' that you will use to apply for employment. You will receive a packet of information that will include these forms when you register and pay your Placement Registration Fee in the Career Center office, located in 201 Behmler Hall. The placement registration packet will include the following forms:

Administrative Forms (to be completed when you register):

Authorization For Release of Student Information - provides written consent from you to release your placement credentials to employers and schools.

Career Center Candidate Form - provides information on your future work plans that helps Career Center staff refer you for jobs.

Credential Forms (do not need to be completed at the time of registration):

Personal Data Sheet - includes name, address, Social Security number, telephone, education and employment history, and other qualifications. This form should be completed and returned to the Career Center.

Subject Area & Credit Form - provides a list of completed credits for each discipline and the specific courses completed in the major and related fields. This form should be completed and returned to the Career Center.

Recommendation for Placement Forms - are standardized personal recommendation sheets that can be given to faculty, staff, previous employers including on campus work-study supervisors, and others to rate certain qualities and provide a narrative statement for you. We recommend you have three recommendation forms in your credential file. These should be given to persons who are familiar with you as a result of class or work experience. The completed forms should be returned directly to the Career Center.

Student Teaching Evaluation Forms - are sent to the Career Center from the Division of Education office after you have completed your student teaching experience. These are included in your placement credentials file in the Career Center.

NOTE:

- Resumes and cover letters (letters of application for employment) are not a part of your placement file. Although the Career Center is willing to send these with your credentials file, they are not maintained by the Career Center as a part of your file. Examples are available in the Career Center Library.
- Official transcripts are not a part of your placement credentials file. These have to be sent directly from the Registrar's office. Unofficial transcripts can be mailed with your file to employers but the transcript is not maintained as a part of your file.

NAME: _____

Demonstration of Technology Competencies

The University of Minnesota Morris teacher education program addresses the integration of technology in courses and in field experience. The Minnesota Board of Teaching expects students to document their competence in meeting the technology needs of students and in teaching with technology in our society.

UMM Technology Standards: Rate yourself on a scale of 1 to 3. (1 being Seldom and 3 being Consistently)

1. Basic Computer/Technology Operations and Concepts.

- 1.1 Use terminology related to computers and technology appropriately in written and oral communication.
- 1.2 Connect and utilize hardware and software components of computer systems and apply basic trouble-shooting strategies as needed.
- 1.3 Use basic computer applications including word processing programs, e-mail, Internet.
- 1.4 Use imaging devices including scanners, digital cameras, and/or video cameras.

2. Personal and Professional Use of Technology.

- 2.1 Use appropriate tools including PowerPoint to create multimedia presentations.
- 2.2 Create and maintain a simple web page.
- 2.3 Use online resources including databases (e.g. ERIC and GIS), curriculum sites (e.g. Marco Polo or Lightspan), and professional development/organization sites to access information and enhance personal and professional productivity.
- 2.4 Use computer programs including Excel and an electronic gradebook to support data management.
- 2.5 Use computer programs including Inspiration to support problem solving and decision making.
- 2.6 Follow program guidelines to maintain an electronic professional portfolio.
- 2.7 Demonstrate awareness of resources for adaptive assistive devices for students with special needs.
- 2.8 Understand and follow ethical principles and guidelines for technology use.

3. Integration of Technology in Instruction.

- 3.1 Explore and evaluate developmentally appropriate discipline-specific technological resources and tools for use with P-12 students to enhance student learning.
- 3.2 Design, deliver, and assess a variety of instructional activities that integrate computer technology in multiple settings and with diverse student populations.
- 3.3 Design student learning activities that foster equitable, ethical, and legal use of technology by students.

University of Minnesota, Morris
Division of Education

Assessment of Integrated Technology Lesson

UMM Student _____ UMM Course _____
 Supervisor/Cooperating Teacher _____ Date _____
 School _____ Subject _____

For each indicator, check the box that most closely corresponds with your observation and analysis.

Indicators	Limited	Adequate	Exemplary
All components of lesson plan were present and accurate. <ul style="list-style-type: none"> • Objectives • Assessment • Elements of instructional strategy • Closure 			
Lesson included meaningful and purposeful student use of or engagement with technology.			
Lesson appropriately utilized the most advanced technology available at this site.			
Selection and use of technology met legal and ethical guidelines. <ul style="list-style-type: none"> • Copyright • Use of appropriate sites • Use of licensed software 			
Management strategies for teacher and student use of technology are well planned and implemented. <ul style="list-style-type: none"> • Technology set up and tested prior to lesson. • Troubleshooting as needed • Organization of hardware, software, and other materials • Equitable use by all students including those with special needs • Back up plan in place and used if necessary 			
Terminologies related to computers and technologies were used appropriately.			
Technology was used in meaningful ways to maximize student learning. <ul style="list-style-type: none"> • Learning styles • Higher order thinking skills • Creativity • Affirmation of diversity 			

Comments:

Education Program Costs

Fee Description	Amount	Due
PPST ~ basic skills test to be completed before entering the program – the test consists of 3 sections (reading, writing, and math)	\$170 (\$40 per part of the test + \$50 registration fee)	register for test 6 weeks before test date fall of sophomore year prior to entering the program
UMM Official Transcript ~ required for student teaching placement	\$5	end of January of junior year in program
Students must carry liability insurance of \$1,000,000 and membership in Education Minnesota meets this requirement	\$25	spring of junior year in program
Criminal Background check ~ required for senior year practicum and student teaching	\$15	spring of junior year in program
Chicago Fee ~ optional field experience	\$350 - \$400	approximately 3 rd week in October
Praxis II Tests ~ 2 tests needed (pedagogy and subject matter)	\$230 (depends on if you take the two tests together or separately)	late fall or early spring of senior year during program
License application fee ~ fee paid to obtain a MN state license	\$88	May ~ end of program
Official UMM transcript ~ required and accompanies license application	\$5	May ~ end of program

** These costs are subject to change without notice.**

Circumstances arise where the above information is not accurate – we will inform you as soon as we know.